DOCUMENT RESUME

ED 247 932 IR 050 809

AUTHOR Patrick, Ruth J.; Booth, Robert E.
TITLE The Impact of Microcomputers in Academic Research Libraries. Final Report.
PUB DATE Jun 84
NOTE 306p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS Academic Libraries; Attitude Measures; Change Strategies; *Computer Literacy; Cooperation; Course Evaluation; Higher Education; Inservice Education; *Library Automation; *Library Research; Library Surveys; *Microcomputers; *Professional Training; Questionnaires; Research Libraries; *Staff Development; Tables (Data)
IDENTIFIERS Apple II; *Wayne State University MI

ABSTRACT

The Wayne State University Libraries began to explore the potential uses of microcomputers when an Apple II was acquired in 1982 with the intention of encouraging staff members to learn how to use it and to explore possible uses it could have for library operations. The positive response of the staff to the prospect of learning more about microcomputers prompted this research study. The goals of the study were to: (1) explore what motivates people to learn about microcomputers; (2) develop a training program to increase the computing literacy quotient of the libraries staff and library science faculty and staff; (3) develop guidelines to assist in some of the technical issues concerning microcomputers; (4) use a change model in an operational setting to increase the chances of successfully introducing a new form of an already existing technology; and (5) explore an operational problem in an academic research library from the viewpoint of a research study and in collaboration with library science faculty. Study materials appended include the questionnaires, responses, cross-tabulations, lists of variables, and computer output for the attitude survey and training evaluation; data from these questionnaires; and data collected with follow-up questionnaires and computer output. (DMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED247932

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☙ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE IMPACT OF MICROCOMPUTERS IN ACADEMIC RESEARCH LIBRARIES

Final Report
Submitted to the Council on Library Resources
June 1984

by

Dr. Ruth J. Patrick
Dean of Library Services
Mansfield Library
University of Montana
Missoula, Montana

Dr. Robert E. Booth
Professor Emeritus and
Former Director
Library Science Education
Wayne State University
Detroit, Michigan

IR050809

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ruth J. Patrick
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

I would like to acknowledge and thank the following people: Dr. Robert E. Booth who was then Director of the Library Science Education Department and was the one who initiated the idea for an attitude survey to find out why the Library staff were so interested in learning about microcomputers. He was a source of creativity and motivation throughout the conduct of the study. David Fry, Instructional Technology Supervisor at the Center for Instructional Technology, designed the syllabus for the course and taught the first phase of the training. His technical expertise and positive attitude made what at times seemed an impossible goal achievable. Karen E. Fine, a graduate student in the Education program, tabulated and compiled the questionnaire data and produced the Tables and Figures. The excellent quality of her work and her enthusiasm made her a pleasure to work with. My sincere thanks for their contribution to this research project and for enriching my life by the intellectual stimulation that resulted from working with them on this project.

TABLE OF CONTENTS

		Page
A.	Need for the Research Study	1
B.	Research Goals, Objectives, Methodology and Results	2
	Attitude and Computing Literacy Quotient Survey	2
	Training Program	3
	Technical Issues	5
	Change Guidelines	8
	Research Approach	9
C.	Potential Utility of the Research Results	11

Figures

Figure 1. Wayne State University Libraries Computing Environment 1a

PART ONE: ATTITUDE SURVEY AND TRAINING EVALUATION

Appendix		Page
A	Letter of Transmittal, Microcomputer Questionnaire, and Follow-up Letters	a32
B	Evaluation Questionnaire	a43
C	Responses to Open-Ended Questions	a47
D	Crosstabulations, and List of Variables Recoded During This Procedure	a88
E	Computer Output for Computer/Technological Tool Frequencies	a107
F	Computer Output for Interest-Related Frequencies	a133
G	Computer Output for Evaluation Questionnaire Frequencies	a146
H	Additional Comments--- Evaluation Questionnaire	a172

LIST OF TABLES

Table		Page
2.1	Knowledge and Use of Computing/Technological Tools	a13
2.2	Interest in Microcomputer Training	a16
3.1	Student Achievement of Objectives	a21
3.2	Course Content and Instructor Evaluation	a24
3.3	Computer Interests	a27
3.4	Individual Follow-up	a29

LIST OF FIGURES

Figure		Page
1.1	Overview of Persons Who Did or Did Not Apply for Training	a2
1.2	Responses To Question 7a	a3
1.3	Responses To Question 7b	a4
1.4	Responses To Question 8	a5
1.5	Responses to Question 9	a6
1.6	Responses To Question 10	a7
1.7	Responses To Question 12	a8
1.8	Responses To Question 14	a9
2.1	Knowledge and Use of Computer/Technological Tools	a10
2.2	Interest in Microcomputer Training	a20
3.1	Student Achievement of Objectives	a21
3.2	Course Content and Instructor Evaluation	a24
3.3	Computer Interests	a27
3.4	Individual Follow-up	a29

TABLE OF CONTENTS

PART TWO: FOLLOW-UP QUESTIONNAIRES

Appendix		Page
A	Microcomputer Training and Attitude Survey, Microcomputer Attitude Survey (Follow-up Questionnaires)	a192
B	Computer Output for Microcomputer Training and Attitude Survey	a202
C	Computer Output for Microcomputer Attitude Survey	a222
D	Computer Output for Questionnaire Items in Which the Two Surveys Have in Common	a236
E	Additional Comments	a251

LIST OF TABLES

Table		Page
1.1a	Reasons for Changes in Attitude Microcomputer Training and Attitude Survey	a176
1.1b	Reasons for Changes in Attitude Microcomputer Attitude Survey	a177
1.2	Areas in Which Knowledge from Apple Training Has Helped	a179
1.3	Reasons for Not Using the Apple II+	a180
1.4a	Additional Microcomputer Training Microcomputer Training and Attitude Survey	a181
1.4b	Additional Microcomputer Training Microcomputer Attitude Survey	a182
1.5a	Reasons for Not Using the Osborne Microcomputer Training and Attitude Survey	a184
1.5b	Reasons for Not Using the Osborne Microcomputer Attitude Survey	a185
1.6a	Individual Follow-up Microcomputer Training and Attitude Survey	a187
1.6b	Individual Follow-up Microcomputer Attitude Survey	a189
1.7	The Amount Respondents Feel Their Computer Knowledge Has Increased Since 8-4-42 Microcomputer Training and Attitude Survey	a191 a192

LIST OF FIGURES

Figure		Page
1.1a	Direction of Attitude Change (Responses from both questionnaires)	a178
1.1b	Reasons for Changes in Attitude (Responses from both questionnaires)	a178
1.4	Additional Microcomputer Interests/Training (Responses from both questionnaires)	a183
1.5	Reasons for Not using the Osborne (Responses from both questionnaires)	a186
1.6	Individual Follow-up (Responses from Microcomputer Training and Attitude Follow-up Questionnaire & Evaluation Questionnaire)	a190

THE IMPACT OF MICROCOMPUTERS IN ACADEMIC RESEARCH LIBRARIES

A. NEED FOR THE RESEARCH STUDY

Wayne State University Libraries have been using computers since 1963 for bibliographic control as well as for administrative control. The union list of serials begun in 1963 is still operational and furthermore has become the foundation for statewide efforts at union listing. Figure 1 summarizes the Wayne State University Libraries computing environment and shows the range of operations and the variety of sources of computing. We use the university computing center's main frame computer for library and administrative operations; OCLC's nationwide data base and system for cataloging and interlibrary loan; commercial vendors such as BRS, Lockhead, and SDC for journal citation searching; and an on-library-site minicomputer system for acquisitions. The annual operating budget for 1981-82 was approximately $165,500. A major computing question facing the Libraries for 1982-83 is, "What role does the microcomputer have in the Libraries' computing future?"

The Wayne State University Libraries began to explore the potential uses of microcomputers with the acquisition of an Apple II in July 1982 and with the intention of encouraging staff members to learn how to use it and to explore possible uses it could have for library operations. Whereas we expected a response of eight to twelve staff, we were pleasantly surprised at the interest of over 90 staff members, which is about 60 percent of the staff. Clerks, paraprofessionals, and librarians were interested in pursuing this training. This positive response gave rise to the following overarching research questions:

1. What motivates people to learn about microcomputers, to express interest, and to follow through and invest the time and effort needed to learn about them?

2. What is the most effective training program to increase the microcomputer knowledge and the computing literacy quotient of the University Libraries staff?

3. Can we develop guidelines to assist in some of the technical issues concerning micros? For example, what situations lend themselves to a micro, super micro, mini, or mainframe? How do microcomputers relate to our computing environment?

FIGURE 1: WAYNE STATE UNIVERSITY LIBRARIES COMPUTING ENVIRONMENT

TYPE--DATE BEGUN	OPERATIONS	INITIAL INVESTMENT	1981-82 BUDGET (Approx.)
1. Computing Services Center -- 1963	Library Operations a. ULOSSOM (Serials) b. RESERVES -- 1972 c. OVERDUES (Circulation) --1972 Administrative Operations a. Accounting Reports b. Personnel Records c. Student, faculty records d. Commitment System e. MARK IV access to data bases f. TP access to data bases	Not Known	$ 60,000
2. OCLC (Online access to a nation wide data base built and used by 3,000 libraries) -- 1972	a. Cataloging of Monographs b. Cataloging of Serials c. Union List of Serials d. Interlibrary Loan	?	$ 60,000
3. Data Base searching of Vendor File -- 1971	a. Reference	?	$ 35,000
4. Mini Computer: Wang 2200 MVPC -- January 1981	a. Acquisitions b. Inventory Control c. Fund Accounting	$113,000	$ 10,500
5. Micro Computer: Apple II plus -- July 1982	?	$ 3,500	0
TOTAL			$165,500

Computing system needs: Circulation System, On-line Catalog, Serials Check-in-System
New Computing resources: Super Micro (16 bit)

4. Since introducing a microcomputer and developing a plan for its successful implementation involves change, can a change model offer guidelines that can be used in an operational setting to increase the chances of success?

5. Can an operational problem needing a timely solution in an academic research library be satisfactorily approached from the viewpoint of a research study?

The fifth question was prompted by the announcement of the Council on Library Resources grants to encourage faculty and librarian cooperative research. These five questions led to the research goals and objectives and methodology which are discussed in the next section. This document presents the need for the research study and the research goals, objectives, methodology, and results.

B. RESEARCH GOALS, OBJECTIVES, METHODOLOGY AND RESULTS

The five research goals that were the focus of this study were to:

1. Explore what motivates people to learn about micro computers and to identify any correlating characteristics that might exist.

2. Develop a training program to increase the computing literacy quotient of the Libraries staff and Library Science faculty and staff.

3. Develop guidelines to assist in some of the technical issues concerning microcomputers.

4. Use a change model in an operational setting to increase the chances of successfully introducing a new form of an already existing technology.

5. Explore an operational problem in an academic research library from the viewpoint of a research study and in collaboration with Library Science faculty.

The specific objectives, tasks and methodology, results and products associated with each of the five areas are discussed below.

Attitude and Computing Literacy Quotient Survey

The first area of study was to explore why there had been such a high interest in the training sessions on the microcomputer and to identify any correlating characteristics that might exist amongst those who take the training and those who did not apply

for the training. The specific objectives were to determine:

1. Why are the University Libraries staff and Library Science faculty and staff interested in learning about microcomputers?

2. Is there a correlation between: age, sex, educational level, classification, distance from work, etc. and

    1. expression of interest in learning about microcomputers.

    2. payment by all participants of $10 to take the class

    3. motivation to follow through on any of the expected outcomes beyond the four-hour class?

3. What is the computing literacy quotient of the staff and faculty e.g., what is the ratio of the number of computer tools they could be using or could know about to the number that are available? (This objective was abandoned. The data collected did not lend itself to the development of such a ratio.)

A questionnaire administered to all 148 Libraries staff members and 5 Library School faculty, both those who applied for the training and those who did not, was used to collect the data for these specific objectives.

The specific tasks for this goal were to:

1. Develop the questionnaire and interview instruments and the methodology for tabulation and analyzing the results.

2. Develop the methodology for using the SPSS statistical package for analyzing correlations and statistics.

3. Administer the questionnaire to the entire library staff and library school faculty and staff before the training begins.

4. Input the questionnaire data into SPSS. Tabulate, analyze and prepare the data for presentation.

We hoped that the data from this survey, especially data we collected on open-ended questions, would give us some insights about the staff's attitudes towards computers and their ideas for successful use of computers in the Libraries.

Training Program

The goal here was to develop a hands-on training program within the very limited time constraint of a four-hour program that would introduce the Libraries staff and Library Science faculty and staff to the basics of microcomputers in such a way that they would be encouraged to follow-up with their own resources and pursue their learning about microcomputers beyond the four-hour class. The specific objectives to achieve this goal were:

1. Review syllabi of other already developed and tested, short training programs for possible transfer.

2. Develop evaluation instruments for immediate feedback into the training process and also to determine longer term impact.

As a result of this four-hour program we expected participants to be able to describe the hardware setup and some recent hardware add-on capabilities of the typical Apple system and to be able to operate the Apple using pre-written software. They would also be able to write a flow chart for a simple computer program to solve a specific problem.

The specific tasks related to the development of the training program were to:

1. Develop the training program: develop objectives, syllabus, bibliography, follow-up assignments, and follow-up evaluations to be administered at three months after the training.

2. Schedule the training for the staff members who registered for the class, and for library school faculty and staff.

3. Conduct the training.

4. Administer the evaluations.

5. Tabulate and analyze the data from the evaluations.

The data from the evaluations was used as immediate feedback on the relevancy and acceptance of the training sessions. The data from the follow-up evaluations was used to assess the longer term impact of the training upon the staff participating in the training and upon the organization.

In particular we wanted to know the extent to which participants have completed one or more of the following expected outcomes of the training program:

1. Read one or more items from the bibliography.

2. Completed the Applesoft Tutorial.

3. Taken one or more computing classes from a community college, Wayne State University, the Computing Services Center, or a computer store.

4. Attended a VISICALC or Word Processing class, given by the Libraries.

5. Completed the VISICALC or Word Processing tutorial.

6. Written an applications program on a microcomputer.

7. Used a software program to do a library task.

8. Used the Wang Record Management system to do a library task.

9. Used the Wang Word Processing system to do a library task.

10. Used the Computing Services Center computer programs to do a library task.

11. Purchased his or her own personal computer.

12. Written a proposal to buy a computer for a library unit.

13. Related or applied any of the above to a Library Science class.

These expected outcomes focus on further learning activities and applications of the new learning to library operations. We hoped that this training also stimulated not only uses of the microcomputer, but also more extensive use of computing resources available to us such as the mini computer programs and the university computing center programs.

The study materials are presented in the Appendix as two parts. Part One contains the materials associated with the attitude survey and the training evaluation: questionnaires, responses, cross-tabulations, lists of variables and computer output. It also contains the tables and figures that present the data from the questionnaires.

Part Two contains the follow-up questionnaires, computer output, and the tables and figures presenting the data collected.

The results of the attitude survey and the training program are presented in the following document: Patrick, Ruth J., "Developing Training Programs for Introducing Library Staff to Microcomputers," a paper presented at the American Library Association Annual Conference, June 26, 1984, Dallas, Texas.

Technical Issues

How can the microcomputer be used as a cost-effective and efficient tool in library operations? Some uses are already well proven such as the use of the word processing programs for microcomputers for mailing lists and reports and have been reported in the literature.[1] The microcomputer is also used as a terminal to communicate with OCLC and with the data base vendors. Less reference has been made to the use of software packages such as VISICALC, an electronic spreadsheet, and data base management system such as DB Master. Wayne State University Libraries staff have begun using VISICALC in budget preparation and for document delivery monitoring logs and its benefits are readily evident. Less evident, but in need of experimentation is how pre-written software packages such as DB MASTER can meet needs for the maintenance of small bibliographical files. In addition, we had a list of technical questions relating to our computing environment that we needed to research in the near future;

1. Can we transmit data from the Wang mini-computer to to the University Computing Services Center to be printed on the Xerox printer?

2. Can we use our Wang terminals, or our microcomputer or word processors to access our programs at the Computing Services Center?

3. Can we transmit our acquisition data electronically to book vendors instead of using the mail?

4. What are the criteria for determining which type of computing resource we use for our operations?

5. Should we be making greater use of the Computing Services Center's teleconferencing capability or other resources such as TAXIR to access the administrative data bases?

6. What is the most cost-effective and efficient mix of micro, mini, and main frame computers?

---

[1]THE USE OF SMALL COMPUTERS IN ARL LIBRARIES. SYSTEMS AND PROCEDURES EXCHANGE CENTER. Washington, 1981, (Spec kit, no. 77)

7. How do the above relate to Library Science classes currently taught at Wayne State University?

And underlying these questions is the issue of how compatible we wanted to be, or have to be with other on-site installations of mini- and microcomputers on the Wayne State University campus and how compatible we needed to be with our full range of computing sources.

These questions, plus the research concerns of the study, gave rise to the following specific objectives to achieve the goal of developing guidelines for the use of micro computers in relation to the total computing environment:

1. Explore how a microcomputer can actually assist the research and teaching process. Can a word processing system be used as a professional tool rather than merely a secretarial tool? Can off-the-shelf software packages such as VISICALC and DB MASTER be used to collect, organize, analyze, and present research data more quickly, and effectively than SPSS statistical and data base management packages running on main frame computers?

   - The word processing capability did assist the report writing of the project. Drafts were prepared, reviewed and easily revised. VISICALC and a record management software package were used for various tasks of the project such as a compiling a design matrix for choosing amongst microcomputers, and scheduling the training classes. However, we found it more cost-effective and efficient to use the SPSS package running on the University mainframe computer.

2. Explore the question of whether a microcomputer is a form of computing technology that makes computing more readily available to more people in a way that people will invest the time to learn how to use it to a greater extent than they did with similar resources at the University's computing center.

   - Our finding from the attitude and follow-up questionnaire was that more faculty and staff invested time in learning how to use the microcomputer than they did in learning how to use the mainframe computer.

3. Discover how other research libraries have introduced micros into their libraries to learn from their experiences.

   - This objective was achieved through informal contacts with other librarians at other libraries.

4. Explore the usefulness of an off-the-shelf software package such as DB MASTER in building and maintaining small bibliographic data files such as lists of newly acquired serial titles and canceled titles.

   • (See response below under item 5.)

5. Explore the usefulness of off-the shelf software packages such as VISICALC in maintaining library statistics such as interlibrary loan transactions, personnel expenditures, budget monitoring logs, acquisitions expenditures.

   • Library staff did use off-the-shelf software packages such as dbase II and SUPERCALC to build and maintain small bibliographic data files and to maintain library statistics.

We hoped that the achievement of the above objectives would result in guidelines for choosing amongst micro, super micro, mini or main frame computers for academic research library applications.

The specific tasks needed to achieve these objectives were to:

1. Participate in the Wayne State University's Computing Services Center Faculty Users Group that is exploring the use of microcomputers on campus in relation to user's needs.

2. Review the literature on microcomputers in general, on the future directions of computing, and on the use of microcomputers in libraries, in specific.

3. Attend the microcomputer workshop sponsored by the Library and Information Technology Association, November 7-9, in Milwaukee.

4. Interview Wayne State University faculty, staff, and students who are knowledgeable about computers.

5. Develop the guidelines document.

In addition, input was sought from the Steering Committee members about the future direction of computing for Wayne State University and university computing policy. (The Steering Committee is discussed in the STAFFING section.)

The above tasks were completed except for the development of the guidelines document and the technical questions. One of the project co-directors, Dr. Ruth Patrick, left her position

as Assistant Director of Library Operations at Wayne State University to become the Dean of Library Services, Mansfield Library, University of Montana. This change prevented the full attainment of the technical guidelines objectives.

Change Guidelines

Much has been researched and documented concerning the introduction of change into organization and into society.[2] Can general principles be found in this body of literature that can be applied to the introduction of microcomputers into academic research libraries? The specific objectives to realize the goal of using a change model in an operational setting to increase the chances of successfully introducing a new form of an already existing technology, are:

1. Using principles from the change process, develop guidelines for introducing microcomputers into an organization.

2. Test the guidelines and refine them based on the experience of trying to use them in an operational setting.

The intended outcome was a set of guidelines that can be used by the Wayne State University administration for introducing micros into other units of the the university and that can also be used by other libraries.

The specific tasks needed to achieve the objectives were to:

1. Review the literature on change.

2. Identify an appropriate change model. Study it and look for guidelines that can be used throughout the conduct of the study.

3. Monitor the progress of the application of the principles of the change model.

4. Develop the guidelines based on the use of the initial model.

It was intended that the expertise of faculty members of the College of Education who are knowledgeable and interested in this area would be tapped throughout the conduct of this goal.

---

[2]Havelock, Ronald G., THE CHANGE AGENT'S GUIDE TO INNOVATION IN EDUCATION, Educational Technology Publication, Englewood Cliffs, New Jersey, 1973, and Roger, Everett M., with F.I. Floyd Shoemaker, COMMUNICATION OF INNOVATIONS: A CROSS-CULTURAL APPROACH, 2nd ed., Collier Macmillan, 1971.

Here again, because Dr. Patrick left Wayne State University before the completion of the project, this objective was not fully attained. However, partial results are presented in the paper: Patrick, Ruth J. "Reaching Out to Decision-Makers", a paper presented at the Kentucky Library Association Microcomputer Workshop, April, 1983. (This document is being revised for later publication.)

Research Study Approach

The Association of Research Libraries is encouraging collaborative efforts between practitioners and educators as a means of focussing intellectual interchange between these two groups. The Council on Library Resources is assisting this goal by offering grants for research. This research study was then, not only a response to this need for collaboration, but also a proposal to study whether any intended benefits resulted from this approach.

The specific objectives to realize the goal of exploring an operational problem in an academic research library from the viewpoint of a research study, were to:

1. Explore the benefits of approaching an operational problem in an academic research library from the viewpoint of a research study.

2. Explore the benefits of approaching an operational problem in a research mode in a partnership between academic library staff, library school faculty, instructional technology staff, university faculty and university administration.

3. Explore the benefits of having a collaborative effort by library school staff and research library staff in staff development. What benefits accrue from having library school, faculty and research library staff engage in learning together?

The tasks needed to achieve this goal and objectives were to:

1. Keep these objectives in mind as the study progressed.

2. Arrange for Library Science faculty and staff to attend the training sessions with the Library staff.

3. Document the benefits as they are observed.

It was hoped that the results of this goal would positively influence others to engage in collaborative research. The main question we had was, "Is it possible and beneficial to approach an operational problem in an academic research library from the viewpoint of a research study?" Our experience leads us to answer, "Yes." Our research approach brought an analytical perspective that improved the design of the training and implementation program. Also, it resulted in documentation of the program and presentation to other librarians who could benefit from the materials we developed.

The second question was, "Is it beneficial to involve people outside the library in an operational situation and in a research mode?" The answer to the question was "Yes." The involvement with library school faculty, instructional technology staff, university faculty and university administration contributed greatly to an improved and enriched training and implementation program. The core research team consisted of a librarian, a library faculty member, an instructional technologist, and a graduate research assistant who was in the master's program in the School of Education. The expertise from this mix of people contributed a range of skills that did not exist in any individual library staff member. This list of skills included expertise in conducting questionnaire surveys, teaching, development and evaluation of training programs, microcomputers, librarianship, library automation, change models, implementation of change, research methods, statistical analysis and project management.

The knowledge and experience of the research team was supplemented and enhanced by the members of the Steering Committee. These members were administrators and faculty from the Provost's Office, the Computing Services Center, the School of Education and the University Libraries. Members were selected for their knowledge of questionnaire survey, evaluation, computer technology, library operations, and of future directions for the Libraries, computer policy and for the concerns of the University administration regarding these areas.

The role of the Committee members was to:

1. Review, and advise on, the purpose and design of the research study.

2. Inform us of how their work or other work they know of, related to the project and to the Libraries.

3. Learn the direction of the Libraries regarding computing and how this related to their work and to other departments of the University.

We worked with the Committee throughout the conduct of the study, in group meetings to review the progress of the study and also individually with various members as we needed their particular expertise.

At the first meeting, members reviewed the goals, objectives and methodology of the proposed study. Their participation was fruitful and their recommendations and cautions were incorporated into the final design of the study. Because of the Co-Project Director's move, we were unable to involve them in a review of the conclusions of the research study.

The third question was, "What benefits accrue from having library school faculty and research library staff engage in learning together?" Because of the small number of Library school faculty involved the input was minor. Two out of a possible three faculty attended the training. However, we felt that the library faculty did benefit from the opportunity of attending the four-hour training class designed for Library staff.

In addition to the benefits, we encountered a few problems. First, it is difficult and challenging to schedule the time needed for the extra thoroughness a research approach required. However, once priority has been assigned the time needed does get set aside. Second, when the research is tied to an operational setting, as it was in this case, if the researcher moves, the context for the research may no longer be available. Fortunately, the bulk of the work had been completed before the researcher left. In spite of these problems, we conclude they are outweighed by the advantages and benefits.

C. POTENTIAL UTILITY OF THE RESEARCH RESULTS

Many academic research libraries are faced with the same questions and concerns that we were relating to how microcomputers can best fit into our already complex and extensive computing environments. By taking the research approach and by using the wide array of subject expertise that was available in the faculty and staff of a university setting, we hope our results are useful to other research libraries.

These benefits are:

Attitude Survey. We learned about the motivation of Library Science faculty and staff and Library staff to learn about microcomputers. Also, we developed a tested questionnaire that can be used by other libraries.

Training Program. We developed a tested training program for an introduction to microcomputers that can be used by other libraries.

Research Study Approach. As a result of using a research approach and documenting its benefits we demonstrated the possibility and merits of using a research approach in an operational setting.

In addition to the benefits to Wayne State University Libraries and to the Library Science division, we expected to develop a product that can be utilized by other academic libraries. As of now we know of no other library that has conducted as extensive a training program as this one that is open to all members of the library staff. It is our firm belief that all libraries need a program as extensive as the one proposed to fully exploit the computer technology available.

In order for others to use the results of research, it is important that the research results be widely disseminated. We have conducted several dissemination activities. Dr. Patrick presented a paper based on the change guidelines at the Kentucky Library Association Microcomputer Workshop, April 1983. (About two hundred people were present.) She also prepared a poster session for the July 1983, ALA Annual Conference in Los Angeles, California. See Figure 2. Fifty eight people requested and received the following materials:

1. A description of the microcomputer program at Wayne State University.

2. A list of the change guidelines.

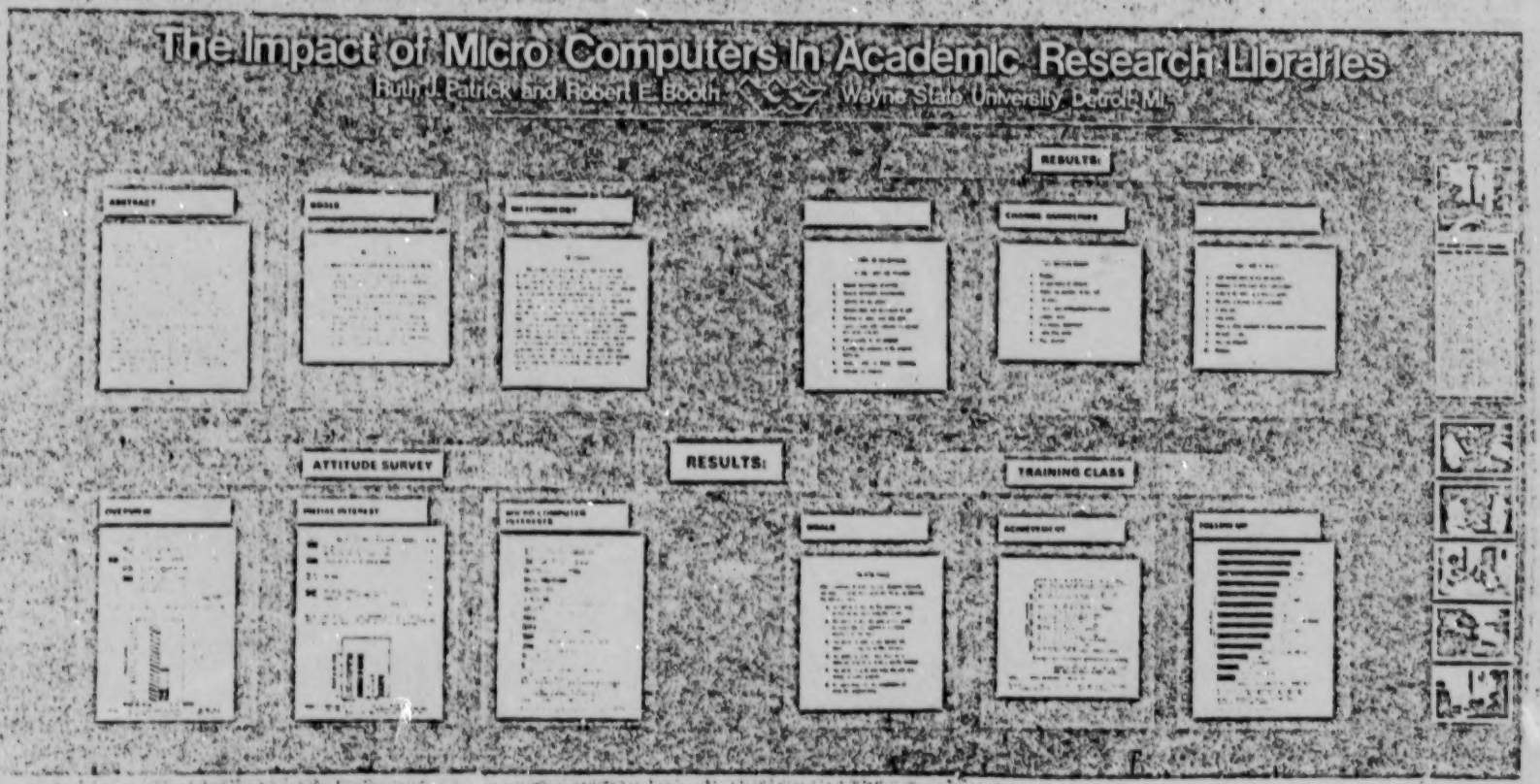
3. A list of criteria for selecting a microcomputer and a simple decision table.

4. Preliminary findings and selected tables from the report on the attitude survey and training evaluation.

In addition, Dr. Patrick presented a paper describing the attitude survey and the training program to about one hundred people at the July 1984, ALA Annual Conference in Dallas, Texas. About five hundred people received the abstract of the paper with the outline of the training syllabus. It is likely that the papers of this program will be published.

Furthermore, we plan to submit the final report to ERIC. We hope that other libraries will be able to use the attitude questionnaire and the training materials to develop a program to increase the computing literacy of their staff and to explore the role of the microcomputer in their own specific computing environment.

Figure 2. Photograph of Poster on "The Impact of Microcomputers in Academic Research Libraries"



BEST COPY AVAILABLE

PART ONE

FIGURES

KEY:	OVERVIEW OF THE NUMBER OF PERSONS WHO DID OR DID NOT APPLY FOR TRAINING	FREQUENCY
	Persons who applied for training	80
	(77 persons responded as to why they applied)	
	Persons who did not apply for training	33
	(32 persons responded as to why they did not apply)	
	(Of the 32 persons who responded as to why they did not apply, 12 persons said they initially had interest in the training, but changed their minds)	
	TOTAL	113

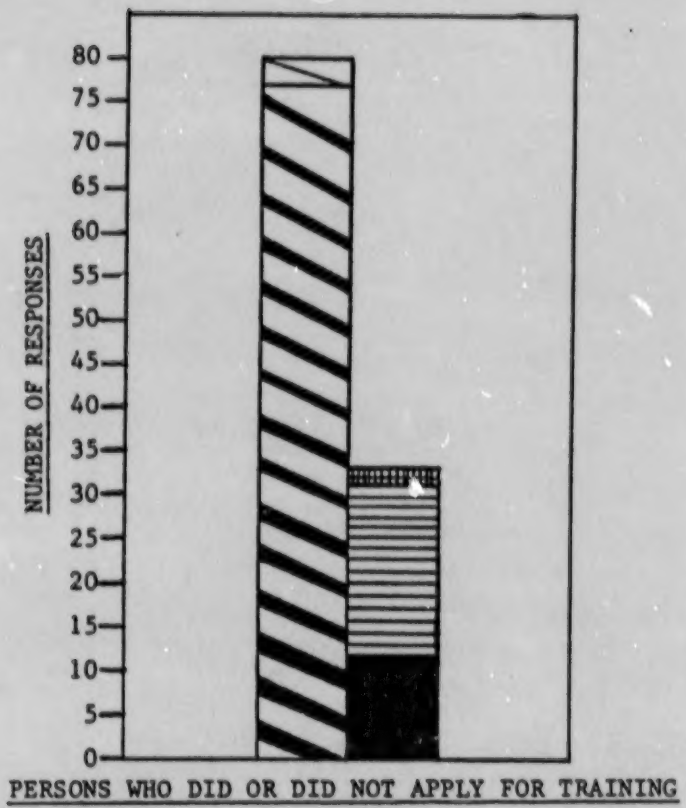


FIGURE 1.1 OVERVIEW OF THE NUMBER OF PERSONS WHO DID OR DID NOT APPLY FOR TRAINING; NUMBER OF PERSONS SAYING WHY THEY DID OR DID NOT APPLY, OR CHANGED THEIR MINDS (N=113)

KEY:	RESPONSES TO QUESTION 7a	FREQUENCY	PER CENT
	INTERESTED in learning	41	53
	To learn a new skill-- Which might help with present & future jobs, or at home	24	31
	NEED to learn	6	8
	Interested and course is being made available at a reasonable cost; convenient/good opportunity	5	7
	To increase knowledge of the Apple II+ specifically	1	1
	TOTAL	77	100

77 persons responded as to why they applied to take training
32 persons responded as to why they did not apply to take training
4 persons did not respond as to why they did or did not apply for training
113 persons responded to the Micro Computer Questionnaire

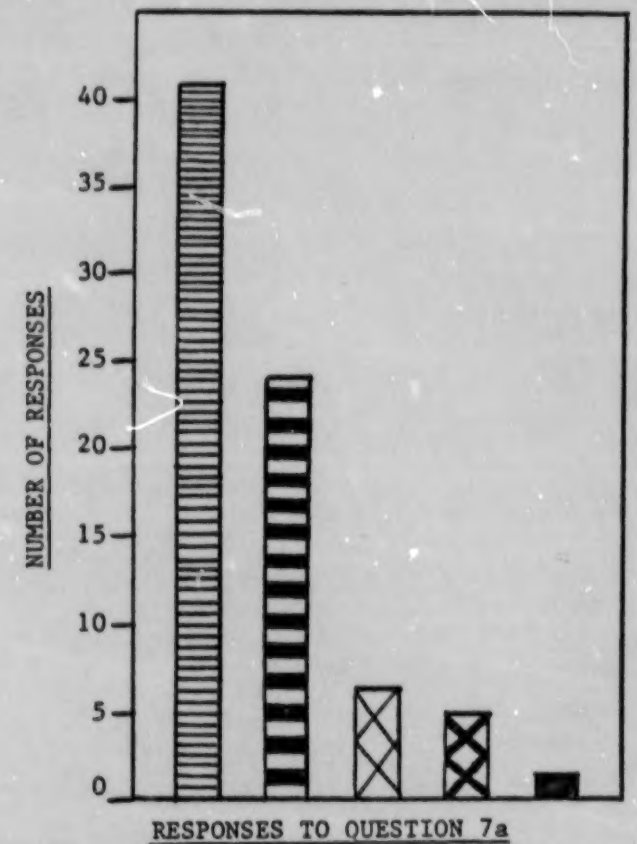


FIGURE 1.2 RESPONSES TO QUESTION 7a (TOTAL OF 77 RESPONSES)
QUESTION: WHY DID YOU APPLY TO TAKE THE APPLE TRAINING?

KEY:	RESPONSES TO QUESTION 7b	FREQUENCY	PER CENT
	Am taking or have taken course(s)/ have experience already	10	31
	No time/Plan to take course later	5	16
	Not able to apply acquired knowledge to my work	5	16
	Not aware course was offered/forgot	5	16
	Not interested	4	12
	$10.00 course fee	2	6
	Previous failure of Library to follow thru on reaching a course; course not stimulating enough	1	3
	TOTAL	32	100

32 persons responded as to why they did not apply to take training
77 persons responded as to why they did apply to take training
4 persons did not respond as to why they did or did not apply for training
113 persons responded to the Micro Computer Questionnaire

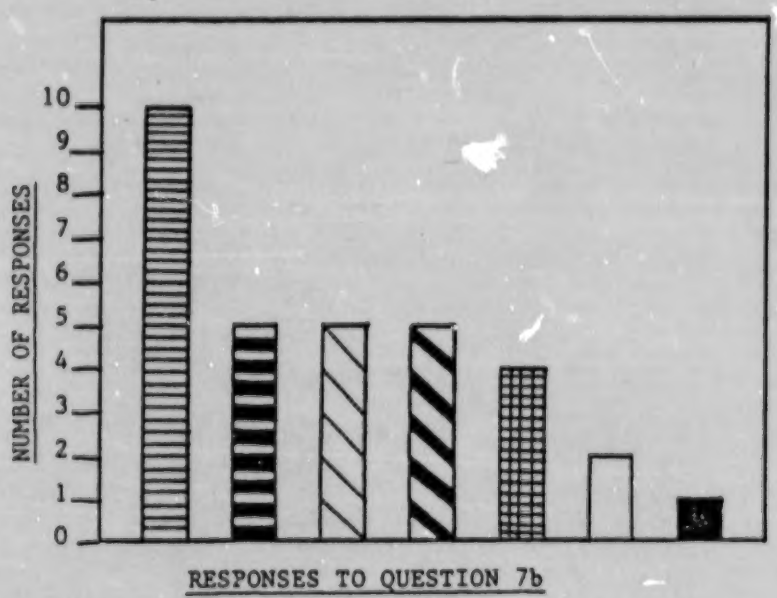


FIGURE 1.3 RESPONSES TO QUESTION 7b (TOTAL OF 32 RESPONSES)
QUESTION: WHY DID YOU NOT APPLY TO TAKE THE APPLE TRAINING?

KEY:	RESPONSES OF PERSONS WHO INITIALLY EXPRESSED INTERLST IN APPLE TRAINING, BUT CHANGED THEIR MINDS	FREQUENCY	PER CENT
	$10.00 course fee (due to strict budget, or the principle that employer should pay fee when training is work-related)	4	33
	Course content not challenging enough	4	33
	Too busy	2	17
	Not enough terminals to practice on (e.g., wanted to have their own terminal to use)	2	17
	TOTAL	12	100

Out of a total of 113 persons who responded to the Micro Computer Questionnaire, 12 initially expressed interest in the Apple training, but later changed their minds and decided not to apply for training.

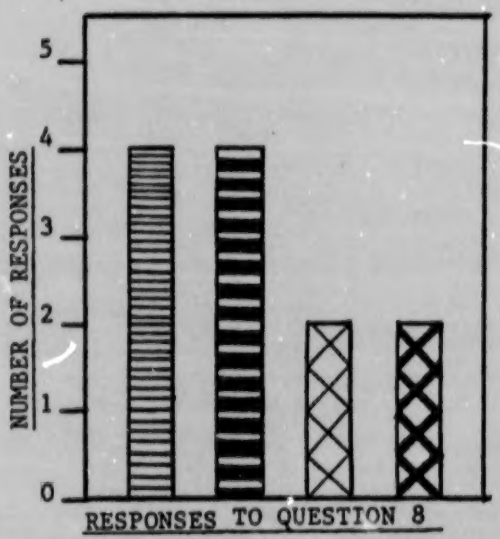


FIGURE 1.4 RESPONSES TO QUESTION 8 (TOTAL OF 12 RESPONSES)
QUESTION: IF YOU INITIALLY EXPRESSED INTEREST IN THE APPLE TRAINING AND THEN DECIDED NOT TO, PLEASE TELL US WHY?

Out of a total of 113 responses to the Micro Computer Questionnaire, 79 persons responded to this question.

KEY:	WHAT RESPONDENTS EXPECT TO GAIN FROM TRAINING	FREQUENCY	PER CENT
	Increase basic knowledge of computer/ micro computer use	47	60
	Knowledge to help at job, or with home and personal use	27	34
	To obtain some indication of whether to go on for further training	4	5
	Do not expect anything	1	1
	TOTAL	79	100

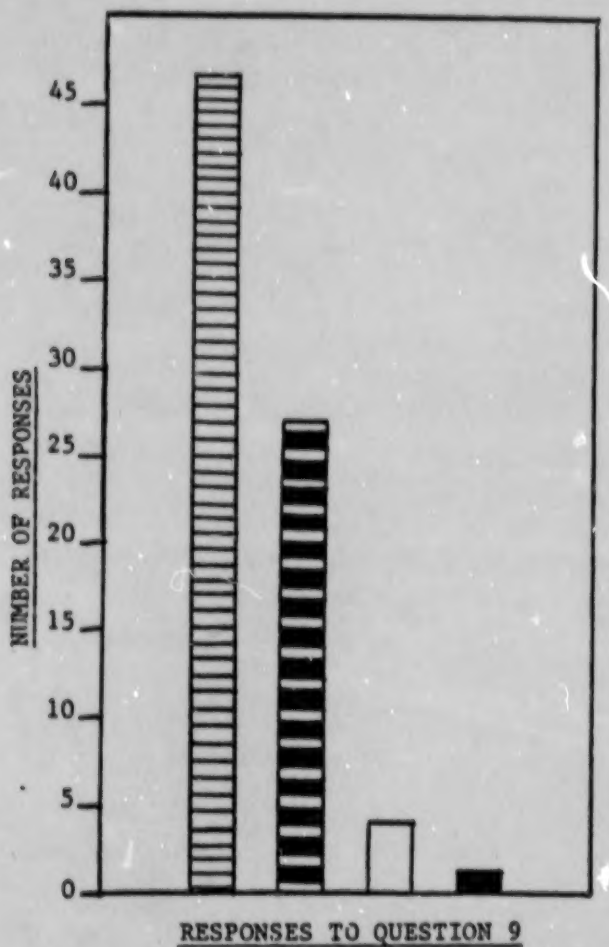


FIGURE 1.5 RESPONSES TO QUESTION 9 (TOTAL OF 79 RESPONSES)
QUESTION: WHAT DO YOU EXPECT TO GAIN FROM THE APPLE TRAINING?

KEY:	HOW RESPONDENTS EXPECT TO USE THEIR KNOWLEDGE	FREQUENCY	PER CENT
	At work	38	51
	Do not know yet/ General use	19	25
	Knowledge will be a 'survival skill' necessary for future work	9	12
	At work and at home	5	7
	At home	3	4
	To help with computer science coursework	1	1
	TOTAL	75	100

Out of a total of 113 responses to the Micro Computer Questionnaire, 75 persons responded to this question.

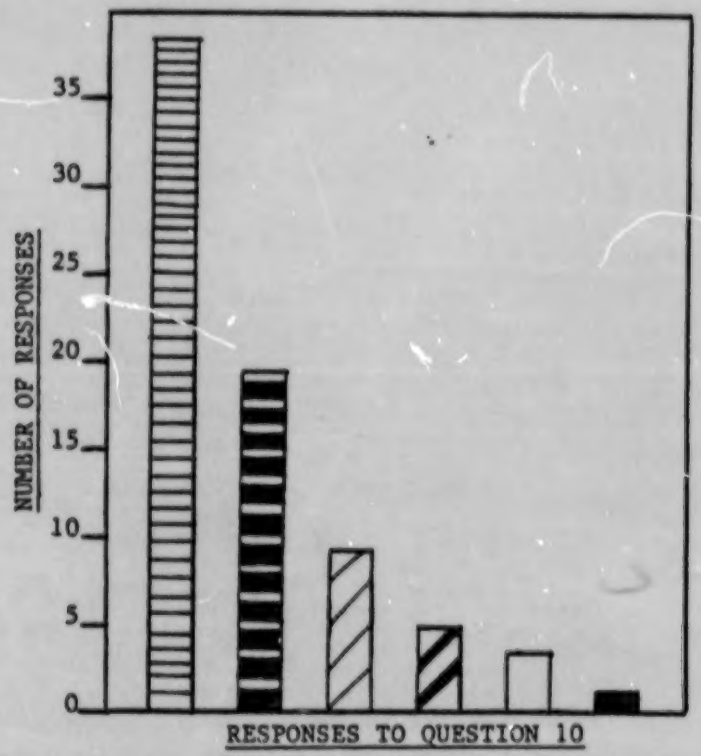


FIGURE 1.6 RESPONSES TO QUESTION 10 (TOTAL OF 75 RESPONSES)
QUESTION: HOW DO YOU EXPECT TO USE YOUR KNOWLEDGE?

KEY:	RESPONSES TO "IF ONLY..."	FREQUENCY	PER CENT
	Miscellaneous comments	24	28
	I could learn more (e.g., keep up by learning basics; or learning ALL there is to know about computers)	15	17
	More seminar courses were offered/micro computers available in all units (to allow for more on-the-job training)	13	15
	Could afford the training (cost in terms of time and money)	11	13
	I could afford to own one	10	12
	My work department were computerized/ had the opportunity to put computer knowledge to use	8	9
	This were possible when I was going to school	3	3
	I had taken more computer courses/ I had majored in computer science	3	3
	TOTAL	87	100

Out of a total of 113 responses to the Micro Computer Questionnaire, 87 persons responded to this question.

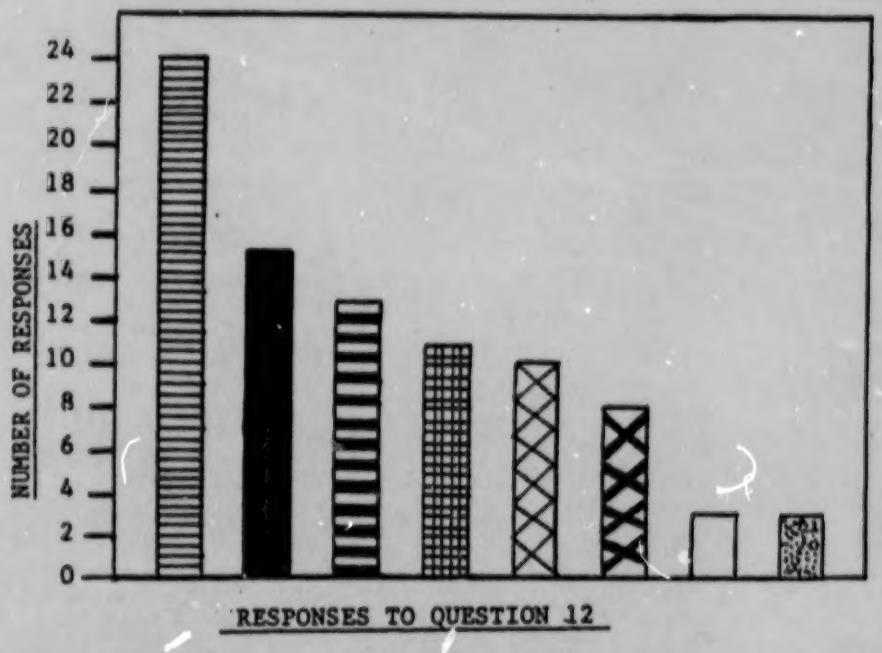


FIGURE 1.7 RESPONSES TO QUESTION 12 (TOTAL OF 87 RESPONSES)
QUESTION: WHEN YOU THINK OF MICRO COMPUTERS AND LEARNING ABOUT THEM, WHAT COMES TO YOUR MIND TO FINISH THE FOLLOWING SENTENCE: "IF ONLY..." ?

KEY:	ADDITIONAL COMMENTS	FREQUENCY	PER CENT
	Positive response to computerization and training; (e.g., would like more computerization to facilitate work)	8	36
	Miscellaneous	7	32
	Would like more computerization, but concerned about proper planning & possible layoffs	3	14
	Good idea to buy home computer--investment for future careers	2	9
	Concerned about compatibility of Apple system with other systems at WSU	2	9
	TOTAL	22	100

Out of a total of 113 responses to the Micro Computer Questionnaire, 22 persons responded to this item. However, some persons made additional comments throughout the questionnaire (see Additional Comments and Other Responses located at the end of Appendix C).

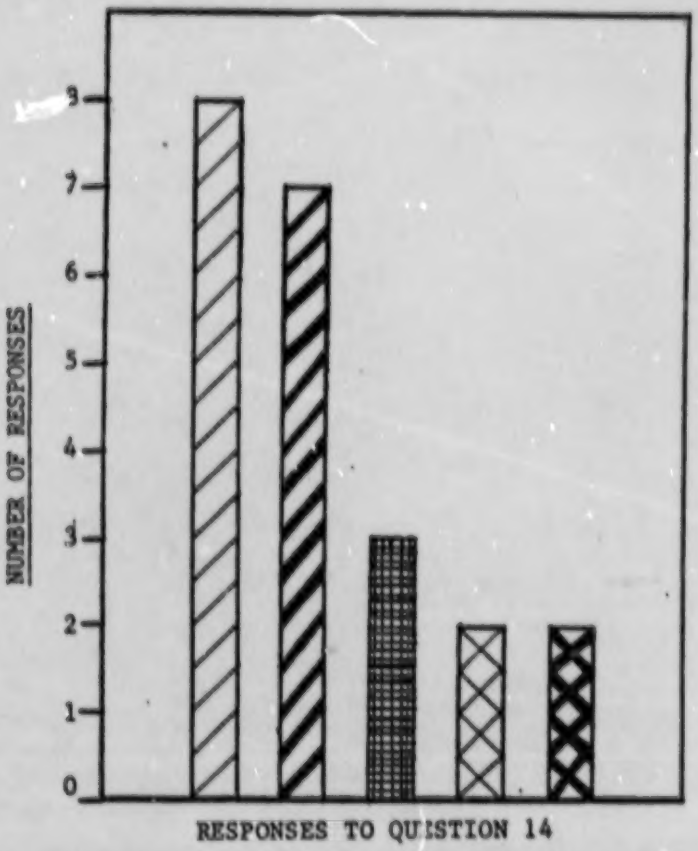


FIGURE 1.8 RESPONSES TO QUESTION 14 (TOTAL OF 22 RESPONSES)
QUESTION: DO YOU HAVE ANY ADDITIONAL COMMENTS?

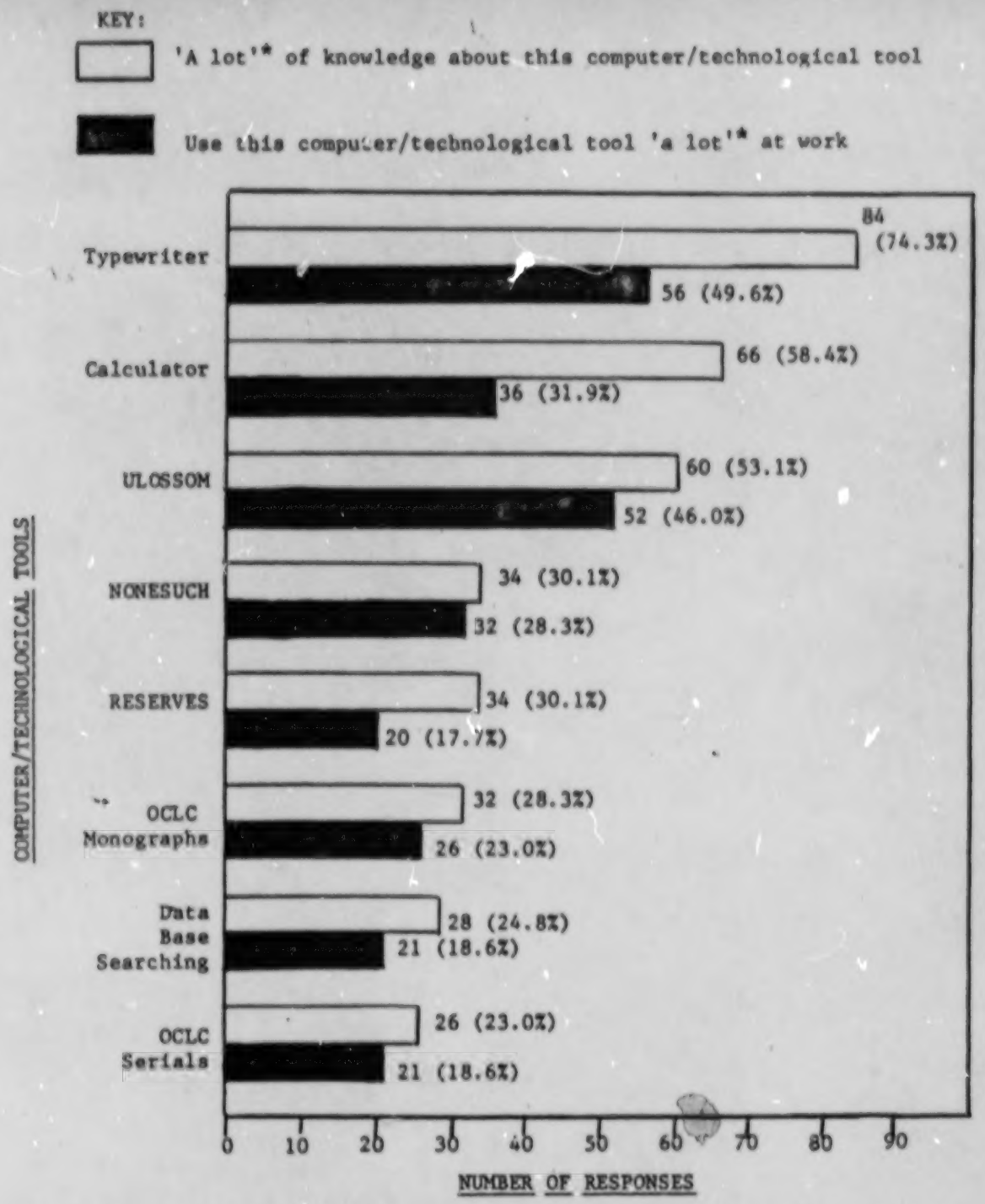


FIGURE 2.1 KNOWLEDGE AND USE OF VARIOUS COMPUTER/TECHNOLOGICAL TOOLS (N=113)

*Because data has been collapsed and recoded, the category 'A Lot' also includes persons who know about and use the computing/technological tools 'More Than Average'.

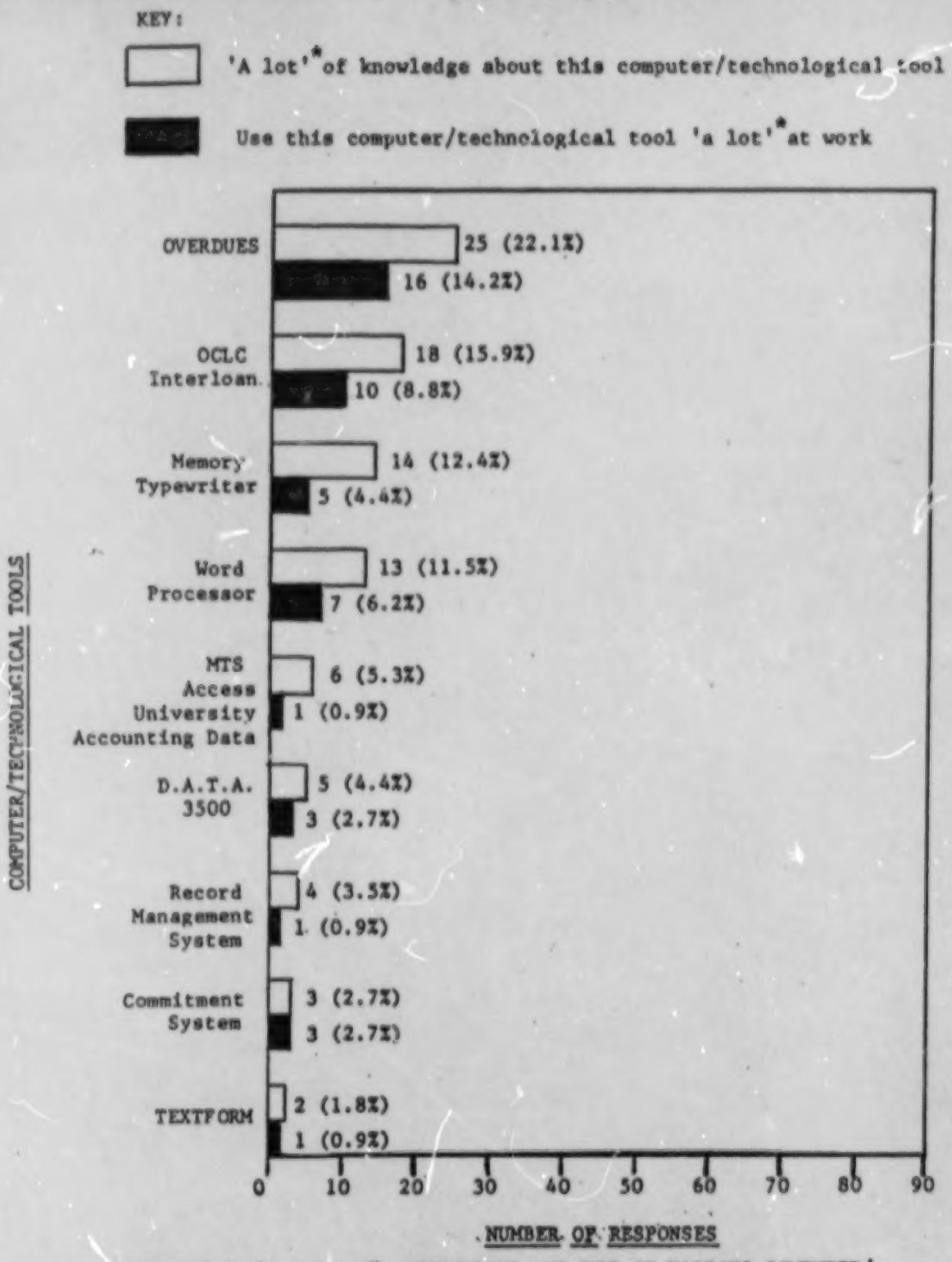


FIGURE 2.1 (Continued) KNOWLEDGE AND USE OF VARIOUS COMPUTER/TECHNOLOGICAL TOOLS (N=113)

PART ONE

TABLES

TABLE 2.1

Knowledge and Use of Computing/Technological Tools*

Micro Computer Questionnaire

(N=113)

Computing/Technological Tool	A Lot f	A Lot %	Middle-of-the-Road f	Middle-of-the-Road %	A Little f	A Little %
1. Know about ULOSSOM	60	53.1	15	13.3	38	33.6
Use ULOSSOM at work	52	46.0	10	8.8	51	45.1
2. Know about RESERVES	34	30.1	18	15.9	61	54.0
Use RESERVES at work	20	17.7	11	9.7	82	72.6
3. Know about OVERDUES	25	22.1	14	12.4	74	65.5
Use OVERDUES at work	16	14.2	5	4.4	92	81.4
4. Know about NONESUCH	34	30.1	24	21.2	55	48.7
Use NONESUCH at work	32	28.3	17	15.0	64	56.6
5. Know about OCLC monographs	32	28.3	19	16.8	62	54.9
Use OCLC monographs at work	26	23.0	17	15.0	70	61.9
6. Know about OCLC serials	26	23.0	23	20.4	64	56.6
Use OCLC serials at work	21	18.6	15	13.3	77	68.1
7. Know about OCLC inter-loan	18	15.9	15	13.3	80	70.8
Use OCLC inter-loan at work	10	8.8	9	8.0	94	83.2

*Because data has been collapsed and recoded, the category "A Lot" also includes persons who know about and use the computing/technological tools "More Than Average". The category "A Little" includes persons who responded "Nothing--Never Use"; "More Than A Little"; and persons who did not respond (no response was assumed to mean no knowledge or use of the tool at work).

TABLE 2.1 (Continued)

Knowledge and Use of Computing/Technological Tools*

Micro Computer Questionnaire

(N=113)

Computing/Technological Tool	A Lot f	A Lot %	Middle-of-the-Road f	Middle-of-the-Road %	A Little f	A Little %
8. Know about Data Base Searching	28	24.8	23	20.4	62	54.9
Use Data Base Searching at work	21	18.6	14	12.4	78	69.0
9. Know about D.A.T.A. 3500	5	4.4	5	4.4	103	91.2
Use D.A.T.A. 3500 at work	3	2.7	6	5.3	104	92.0
10. Know about Record Management System	4	3.5	16	14.2	93	82.3
Use Record Management System at work	1	0.9	9	8.0	103	91.2
11. Know about MTS access to University data	6	5.3	4	3.5	103	91.2
Use MTS access to Univ. data at work	1	0.9	6	5.3	106	93.8
12. Know about TEXTFORM	2	1.8	2	1.8	109	96.5
Use TEXTFORM at work	1	0.9	0	0	112	99.1
13. Know about Commitment System	3	2.7	0	0	110	97.3
Use Commitment System at work	3	2.7	0	0	110	97.3

TABLE 2.1 (Continued)

Knowledge and Use of Computing/Technological Tools*

Micro Computer Questionnaire

(N=113)

Computing/Technological Tool	A Lot		Middle-of-the-Road		A Little	
	f	%	f	%	f	%
14. Know about Memory typewriter	14	12.4	12	10.6	87	77.0
Use Memory typewriter at work	5	4.4	0	0	108	95.6
15. Know about Word Processor	13	11.5	10	8.8	90	79.6
Use Word Processor at work	7	6.2	4	3.5	102	90.3
16. Know about Typewriter	84	74.3	14	12.4	15	13.3
Use Typewriter at work	56	49.6	23	20.4	34	30.1
17. Know about Calculator	66	58.4	15	13.3	32	28.3
Use Calculator at work	36	31.9	18	15.9	59	52.2

TABLE 2.2

INTEREST IN MICRO COMPUTER TRAINING*

(N=113)

Statement	Extremely Applicable f	%	Middle-of-the-Road f	%	Not at All f	%	No Response f	%
1. I want to learn about micro computers because I believe they will help me with my present job.	60	53.1	28	24.8	25	22.1	0	0
2. I want to learn about micro computers because I believe they will help me get a promotion in the library system	22	19.5	28	24.8	61	54.0	2	1.8
3. I want to learn about micro computers because I believe it will help me get a new job outside the library system.	31	27.4	29	25.7	51	45.1	2	1.8
4. I feel that the libraries should not be buying a micro computer when we may be faced with laying people off.	11	9.7	26	23.0	71	62.8	5	4.4

*Because data has been collapsed and recoded, the category "Extremely Applicable" also includes persons who feel the statements are "Very Applicable," and the category "Not At All" includes persons who feel the statements are "Slightly Applicable."

TABLE 2.2 (Continued)

INTEREST IN MICRO COMPUTER TRAINING*

(N=113)

Statement	Extremely Applicable f	%	Middle-of-the-Road f	%	Not at All f	%	No Response f	%
5. I feel that the libraries need to get involved with micro computers to learn better ways of getting the work done with our non-growth budget.	68	60.2	28	24.8	16	14.2	1	0.9
6. Computer literacy is necessary. It will be a survival skill in the future.	91	80.5	13	11.5	9	8.0	0	0
7. I am interested in micro computers but I don't have the time to learn about them.	11	9.7	27	23.9	74	65.5	1	0.9
8. I am not interested in micro computers and feel there is too much attention being paid to them and that they are just another passing fad.	0	0	6	5.3	103	91.2	4	3.5

TABLE 2.2 (Continued)

INTEREST IN MICRO COMPUTER TRAINING*

(N=113)

Statement	Extremely Applicable f	%	Middle-of-the-Road f	%	Not at All f	%	No Response f	%
9. I already know enough about computers and do not need to learn about micro computers	2	1.8	6	5.3	103	91.2	2	1.8
10. I would have taken the class on micro computers but $10 is more than I want to invest	13	11.5	6	5.3	89	78.8	5	4.4
11. I am very excited about the promise of micro computers and I am eager to learn as much as I can about them.	73	64.6	22	19.5	16	14.2	2	1.8
12. I am afraid of computers.	3	2.7	8	7.1	101	89.4	1	0.9
13. I know very little about computers and I feel I need to know more because my children are learning about them.	13	11.5	13	11.5	73	64.6	14	12.4

TABLE 2.2 (Continued)

INTEREST IN MICRO COMPUTER TRAINING*

(N=113)

Statement	Extremely Applicable f	%	Middle-of-the-Road f	%	Not at All f	%	No Response f	%
14. I know very little about computers and I feel I need to know more because children will soon know more than I will	26	23.0	14	12.4	67	59.3	6	5.3
15. I want to learn how computers can assist me at home with budgets, schedules, inventories, electronic banking, etc.	46	40.7	21	18.6	43	38.1	3	2.7

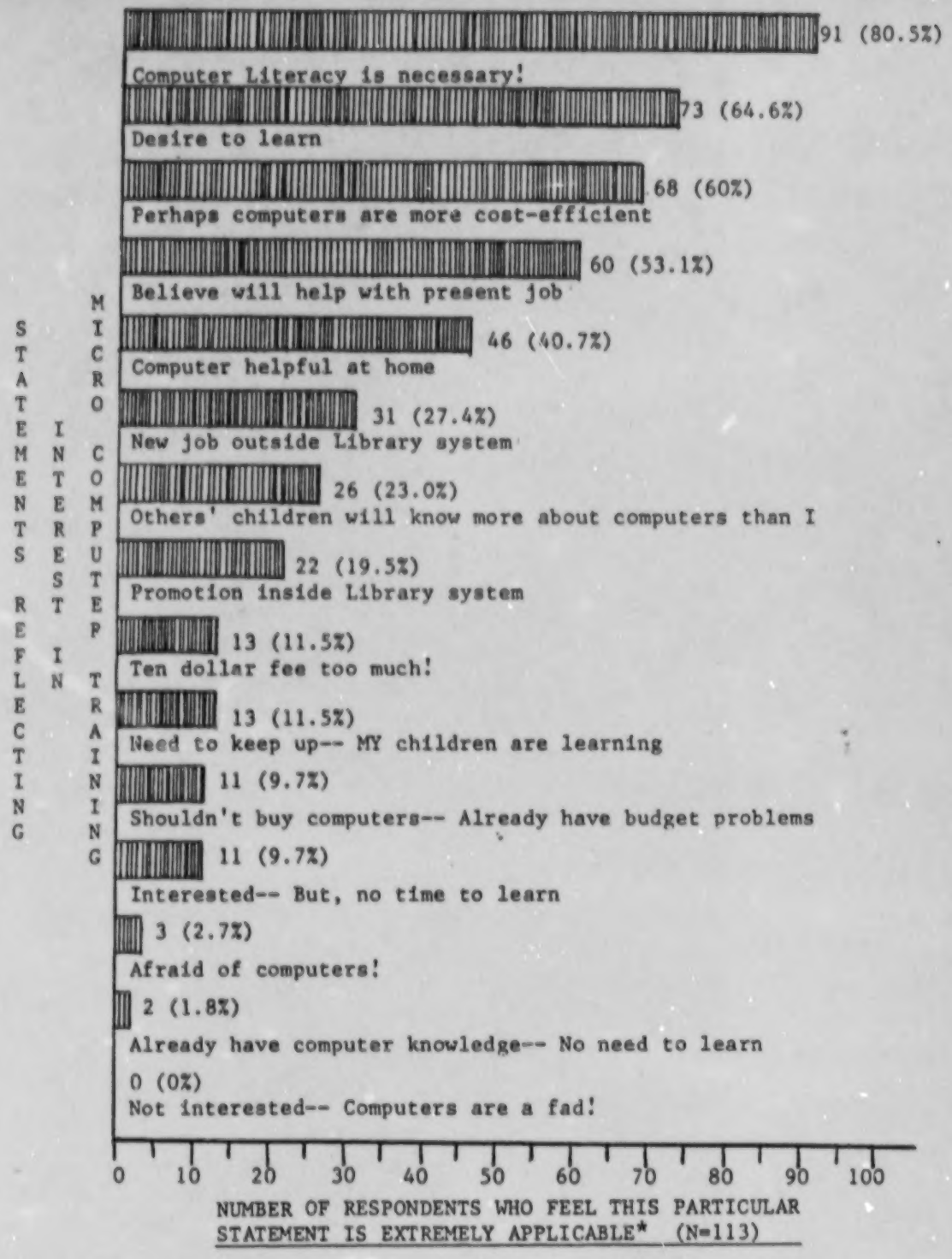

STATEMENTS REFLECTING INTEREST IN MICRO COMPUTER TRAINING
91 (80.5%)
Computer Literacy is necessary!
73 (64.6%)
Desire to learn
68 (60%)
Perhaps computers are more cost-efficient
60 (53.1%)
Believe will help with present job
46 (40.7%)
Computer helpful at home
31 (27.4%)
New job outside Library system
26 (23.0%)
Others' children will know more about computers than I
22 (19.5%)
Promotion inside Library system
13 (11.5%)
Ten dollar fee too much!
13 (11.5%)
Need to keep up-- MY children are learning
11 (9.7%)
Shouldn't buy computers-- Already have budget problems
11 (9.7%)
Interested-- But, no time to learn
3 (2.7%)
Afraid of computers!
2 (1.8%)
Already have computer knowledge-- No need to learn
0 (0%)
Not interested-- Computers are a fad!
0 10 20 30 40 50 60 70 80 90 100
NUMBER OF RESPONDENTS WHO FEEL THIS PARTICULAR STATEMENT IS EXTREMELY APPLICABLE* (N=113)

FIGURE 2.2 INTEREST IN MICRO COMPUTER TRAINING

*Because data has been collapsed and recoded, the category "extremely applicable" also includes persons who feel the statements are "very applicable".

TABLE 3.1

STUDENT ACHIEVEMENT OF OBJECTIVES*

EVALUATION QUESTIONNAIRE RESPONSES

(N=50)

Statement	Very Much f	Very Much %	Middle-of-the-Road f	Middle-of-the-Road %	Not at All f	Not at All %	No Response f	No Response %
1. I am able to describe the hardware setup of the typical Apple home system.	24	48	21	42	5	10	0	0
2. I am able to describe some of the recent hardware add-on capabilities that are currently available for the Apple II+ micro computer.	25	50	20	40	5	10	0	0
3. I am able to hook up & operate the Apple II+ using pre-written software.	26	52	15	30	8	16	1	2

*Because data has been collapsed and recoded, the category "Very Much" also includes persons who agree "A Lot" with the statements, and the category "Not At All" includes persons who agree "A Little" with the statements.

a21

TABLE 3.1 (Continued)

STUDENT ACHIEVEMENT OF OBJECTIVES*

EVALUATION QUESTIONNAIRE RESPONSES

(N=50)

Statement	Very Much		Middle-of-the-Road		Not at All		No Response	
	f	%	f	%	f	%	f	%
4. I am able to write a flow chart for a computer program to solve a specific problem.	24	48	13	26	13	26	0	0
5. I am able to write & enter the code of a simple computer program.	20	40	15	30	15	30	0	0
6. I appreciate the complexity & difficulty of writing professional computer software.	42	84	4	8	4	8	0	0
7. I have increased my computing literacy.	33	66	12	24	5	10	0	0

a22

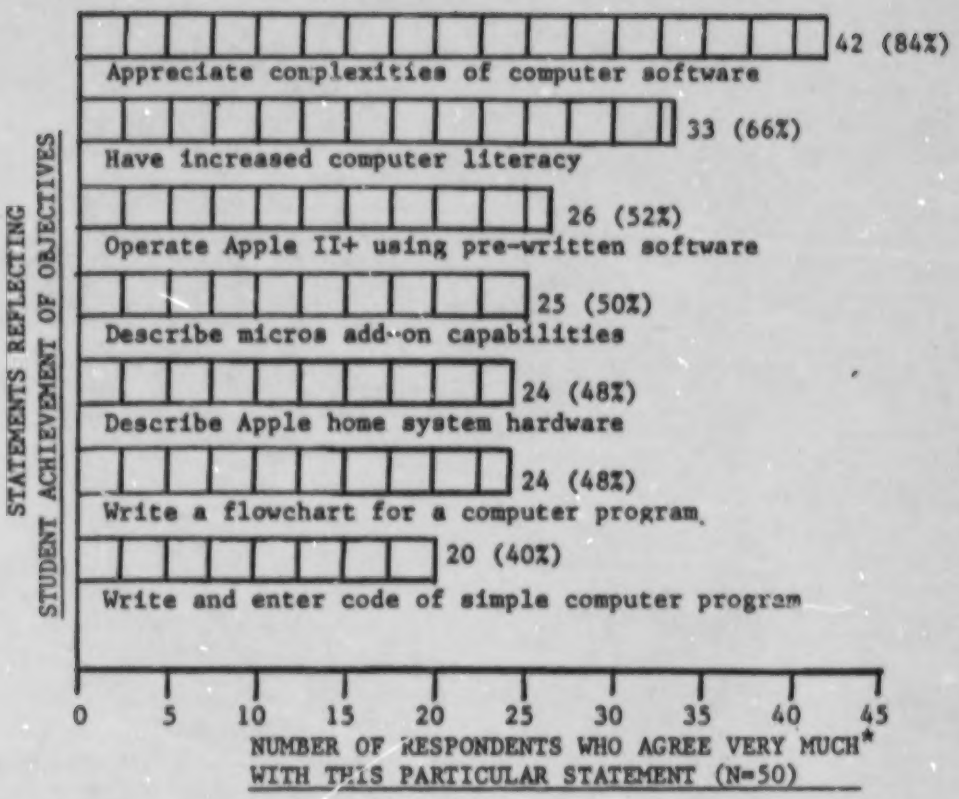

42 (84%)
Appreciate complexities of computer software
33 (66%)
Have increased computer literacy
26 (52%)
Operate Apple II+ using pre-written software
25 (50%)
Describe micros add-on capabilities
24 (48%)
Describe Apple home system hardware
24 (48%)
Write a flowchart for a computer program
20 (40%)
Write and enter code of simple computer program
STATEMENTS REFLECTING STUDENT ACHIEVEMENT OF OBJECTIVES
0 5 10 15 20 25 30 35 40 45
NUMBER OF RESPONDENTS WHO AGREE VERY MUCH* WITH THIS PARTICULAR STATEMENT (N=50)

FIGURE 3.1 STUDENT ACHIEVEMENT OF OBJECTIVES

*Because data has been collapsed and recoded, the category "very much" also includes persons who agree "a lot" with the statements.

TABLE 3.2

COURSE CONTENT & INSTRUCTOR EVALUATION*

EVALUATION QUESTIONNAIRE RESPONSES

(N=50)

Statement	Very Much		Middle of-the-Road		Not at All		No Response		Not Applicable	
	f	%	f	%	f	%	f	%	f	%
1. The content of the class was adequate for the time available.	39	78	9	18	2	4	0	0	0	0
2. The environment of the room was comfortable.	31	62	14	28	5	10	0	0	0	0
3. The instructor knew his/her subject.	46	92	4	8	0	0	0	0	0	0
4. The instructor did an excellent job teaching the class.	43	86	7	14	0	0	0	0	0	0
5. The pace of the class was good for me.	30	60	15	30	5	10	0	0	0	0

*Because data has been collapsed and recoded, the category "Very Much" also includes persons who agree "A Lot" with the statements, and the category "Not At All" includes persons who agree "A Little" with the statements.

TABLE 3.2 (continued)

COURSE CONTENT & INSTRUCTOR EVALUATION*

EVALUATION QUESTIONNAIRE RESPONSES
(N=50)

Statement	Very Much		Middle of-the-Road		Not at All		No Response		Not Applicable	
	f	%	f	%	f	%	f	%	f	%
6. I like having my own floppy disk and look forward to using some of the software programs I now own.	37	74	9	18	3	6	1	2	0	0
7. The slide tape demonstration was helpful.	20	40	17	34	7	14	5	10	1	2
8. I would like to take 4 more hours of training.	31	62	11	22	4	8	4	8	0	0

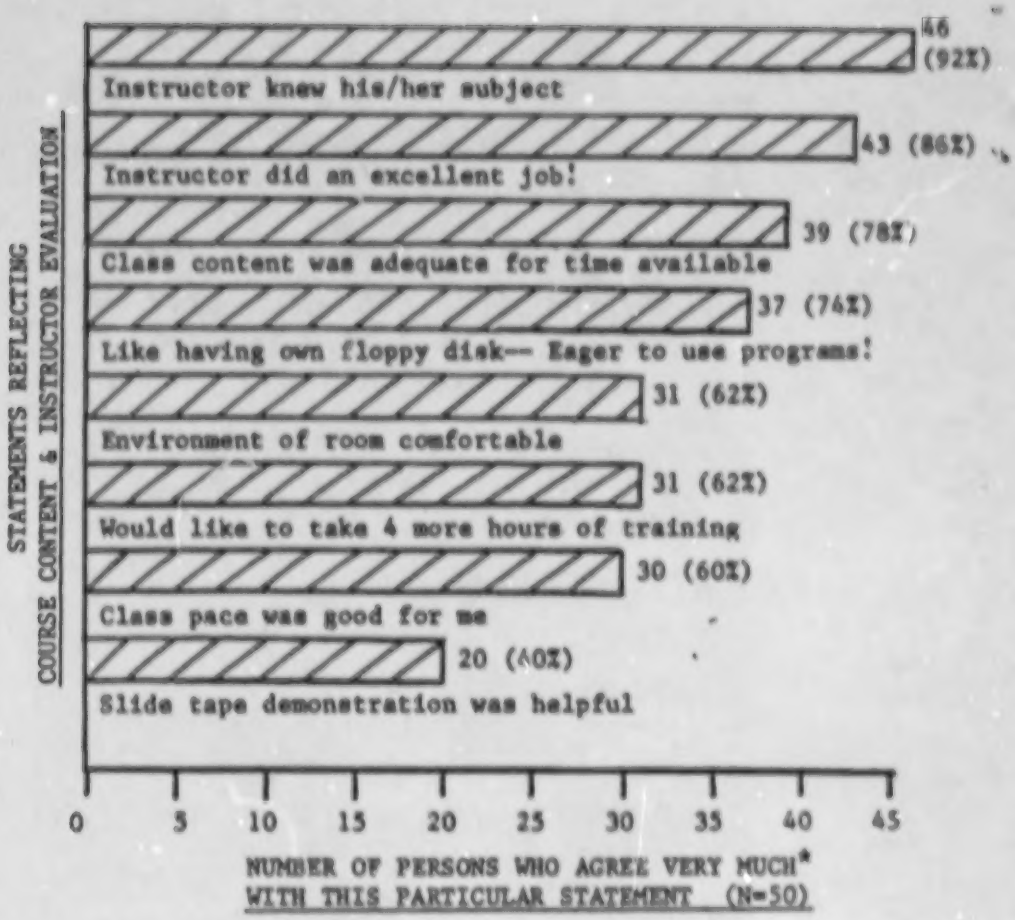


FIGURE 3.2 COURSE CONTENT AND INSTRUCTOR EVALUATION

*Because data has been collapsed and recoded, the category "very much" also includes persons who agree "a lot" with the statements.

TABLE 3.3

COMPUTER INTERESTS

EVALUATION QUESTIONNAIRE

(N=50)

	Yes		No		No Response	
	f	%	f	%	f	%
1. Word Processing	30	60	19	18	1	2
2. Data Base Use	18	36	31	62	1	2
3. Computer-Aided Learning	8	16	41	82	1	2
4. VISICALC	16	32	33	66	1	2
5. Programming (BASIC)	29	58	20	40	1	2
6. Graphics	9	18	40	80	1	2
7. Evaluation of Software	11	22	38	76	1	2
8. Evaluation of Micros	6	12	43	86	1	2
9. Other Areas	0	0	49	98	1	2

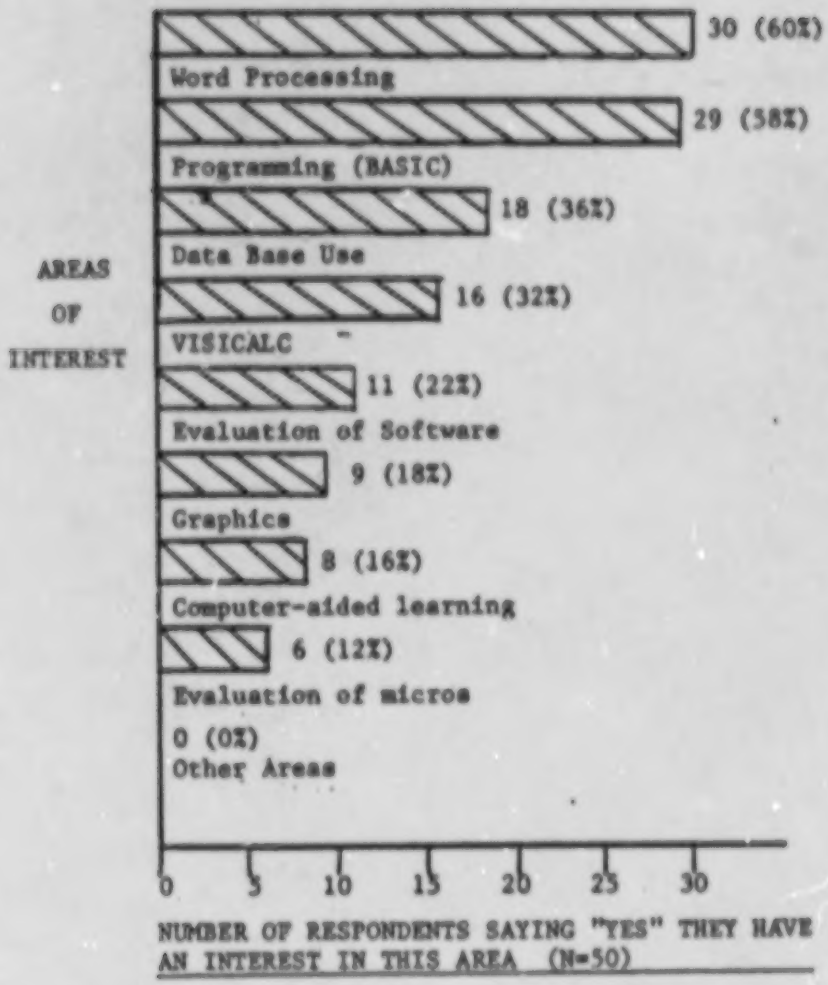


FIGURE 3.3 COMPUTER INTERESTS

TABLE 3.4

INDIVIDUAL FOLLOW-UP

EVALUATION QUESTIONNAIRE

(N-50)

Statement	Yes		No		Other		No Response	
	f	%	f	%	f	%	f	%
1. Read an article or book or more on micro computers.	35	70	8	16	1	2	6	12
2. Complete the MECC tutorial which was the basis for the training.	26	52	16	32	0	0	8	16
3. Complete the Apple-soft Tutorial.	29	58	11	22	1	2	9	18
4. Take one or more classes on computing from a comm. college, WSU, the Computing Services Center, or a computer store.	21	42	22	44	0	0	7	14
5. Attend a VISICALC or Word Processing class, given by the Libraries.	34	68	10	20	0	0	6	12
6. Complete the VISICALC or Word Processing Tutorial.	25	50	16	32	0	0	9	18
7. Write an applications program.	14	28	26	52	1	2	9	18

a29

TABLE 3.4 (Continued)

INDIVIDUAL FOLLOW-UP
EVALUATION QUESTIONNAIRE
(N=50)

Statement	Yes		No		Other		No Response	
	f	%	f	%	f	%	f	%
8. Use a software program to do a library task that I hadn't used before.	26	52	16	32	3	6	5	10
9. Use the Wang Record Management System to do a library task.	26	52	15	30	2	4	7	14
10. Use the Wang Word Processing System to do a library task.	28	56	14	28	2	4	6	12
11. Purchase my own personal computer.	10	20	28	56	4	8	8	16
12. Write a proposal to buy a computer for a library unit.	8	16	30	60	1	2	11	22
13. Recommend the class to someone else.	39	78	4	8	2	4	5	10

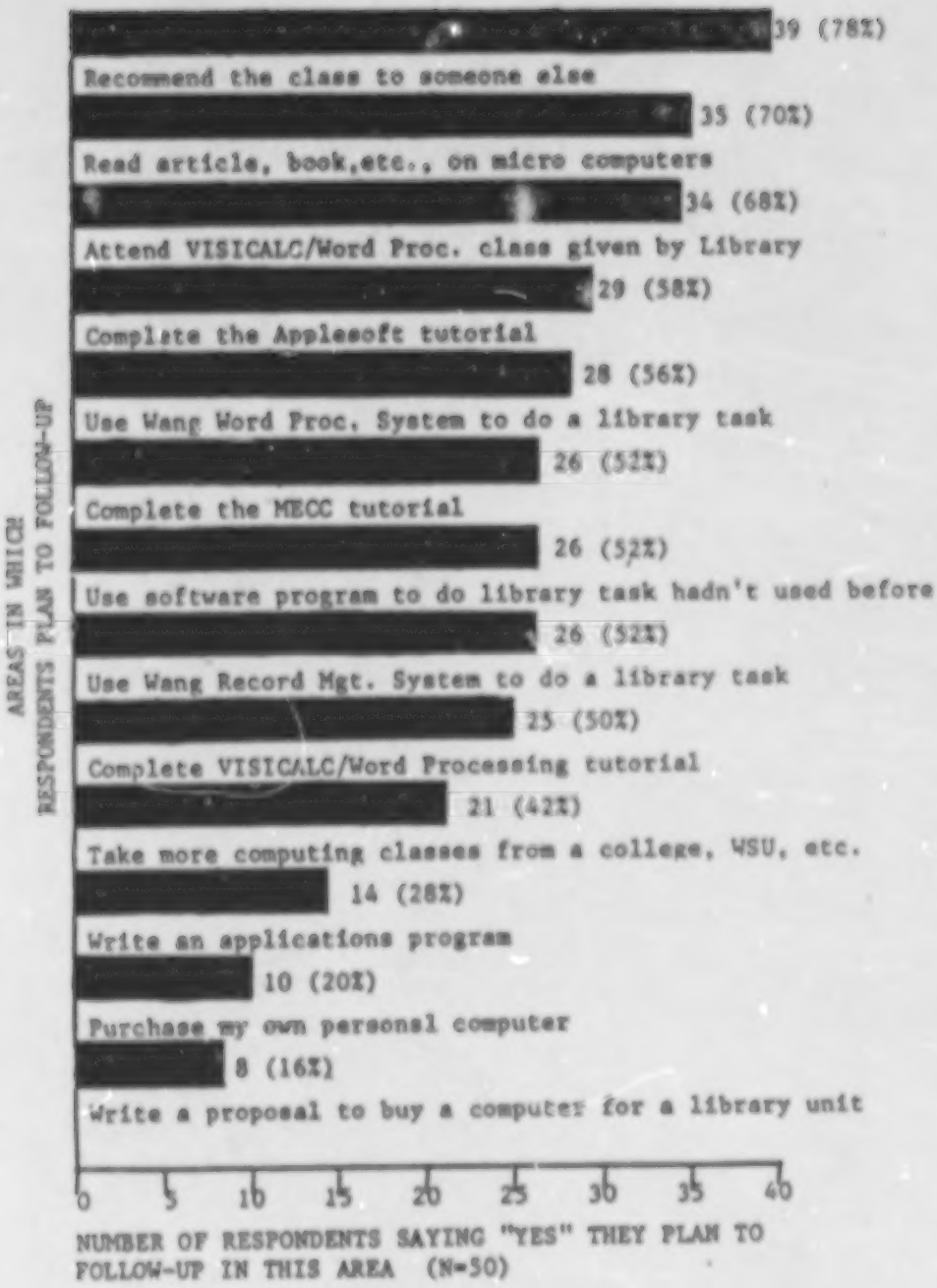

AREAS IN WHICH RESPONDENTS PLAN TO FOLLOW-UP
39 (78%)
Recommend the class to someone else
35 (70%)
Read article, book,etc., on micro computers
34 (68%)
Attend VISICALC/Word Proc. class given by Library
29 (58%)
Complete the Applesoft tutorial
28 (56%)
Use Wang Word Proc. System to do a library task
26 (52%)
Complete the MECC tutorial
26 (52%)
Use software program to do library task hadn't used before
26 (52%)
Use Wang Record Mgt. System to do a library task
25 (50%)
Complete VISICALC/Word Processing tutorial
21 (42%)
Take more computing classes from a college, WSU, etc.
14 (28%)
Write an applications program
10 (20%)
Purchase my own personal computer
8 (16%)
Write a proposal to buy a computer for a library unit
0 5 10 15 20 25 30 35 40
NUMBER OF RESPONDENTS SAYING "YES" THEY PLAN TO FOLLOW-UP IN THIS AREA (N=50)

FIGURE 3.4 INDIVIDUAL FOLLOW-UP

PART ONE

APPENDIX A

Letter of Transmittal,

Microcomputer Questionnaire, and

Follow-Up Letters

WAYNE STATE UNIVERSITY

Library Staff Memo No. 336

SUBJECT: Micro Computer Training

FROM: Ruth J. Patrick, Assistant Director For Library Operations

DATE: September 28, 1982

The syllabus has been designed for the introductory training on the Apple Micro Computer. The training will be tested this week and will begin October 7. If you have not applied yet and still want to, there's still time. I'll send you more information about the training next week. In the meantime, I have something I would like you to do for me.

Frankly, I have been surprised at the high response to the Apple training. It makes me feel several ways:

1. I am pleased at the high response rate, and I feel doubly determined to design the training program so you will learn something of value and not feel overly frustrated. (Sometimes a little frustration is a good motivator for learning.)

2. I am curious (in a research kind of way) about why so many of you want this training and I want to study this interest.

3. I have always felt that our staff have a great deal of familiarity with computers. I would like to determine one aspect of the staff's "computing literacy".

To address points two and three above, Dr. Robert E. Booth, Director of the Library Science Division, and I have embarked on a research study and we need you to fill out the attached questionnaire, even if you did not apply to take the training.

Most of you, if you are like me, probably do not like filling out questionnaires, but I hope you will fill this one out:

1. We will keep the data confidential. We will keep your name only until we know whether or not you returned your questionnaire so we can follow up with you to complete the questionnaire. After that we will not keep your name with the data.

2. To entice you, we will be pulling one questionnaire at random and the person who completed it will win 1 lb. of Hudson's famous chocolate chunk cookies. (In case you never had one of these scrumptious cookies and wonder what all the excitement is about -- ask Pat Sims, Document Delivery, Purdy Library).

I hope then, that you will help Dr. Booth and me in our research efforts by completing the attached questionnaire as soon as possible and by returning it to:

Ruth J. Patrick

Ruth Patrick
Library Systems Office
455 Purdy Library

QUESTIONNAIRE: MICRO COMPUTER TRAINING

NAME _____

FEB - 7 1983

QUESTIONNAIRE: MICRO COMPUTER TRAINING

1. Case Number _____

2. Have you had any computer programming classes? _____ No _____ Yes

3. If yes, please list the name of each class, indicating what the class covered, the date of the class, and its location.

Name of Class	Content	Date	Location

4. Please circle the number on the scale of 1 to 5 that best describes your experience: 1 equals "not at all" and 5 "equals a lot".

	Not at all				A lot
1. I play home video games	1	2	3	4	5
2. Members of my family play video games	1	2	3	4	5
3. I play video games in the arcades	1	2	3	4	5
5. Members of my family play video games in the arcades	1	2	3	4	5

5. Please check below which of the following you or your family have access to:

____ Atari video game

____ Intellivision video game

____ Other home video games (please name) _____

____ Micro Computer (please name) _____

6. Circle the number on the scale of 1 to 5 that best describes the extent to which you know about or use the following:

	A. Know About					B. Use in My Work				
	A little .... A lot					A little ..... A lot				
ULOSSOM	1	2	3	4	5	1	2	3	4	5
RESERVES	1	2	3	4	5	1	2	3	4	5
OVERDUES	1	2	3	4	5	1	2	3	4	5
NONESUCH	1	2	3	4	5	1	2	3	4	5
OCLC--monographs	1	2	3	4	5	1	2	3	4	5
OCLC--serials	1	2	3	4	5	1	2	3	4	5
OCLC--interlibrary loan	1	2	3	4	5	1	2	3	4	5
Data Base Searching	1	2	3	4	5	1	2	3	4	5
D.A.T.A. 3500	1	2	3	4	5	1	2	3	4	5
Record Management System	1	2	3	4	5	1	2	3	4	5
MTS access to the univ. accounting data	1	2	3	4	5	1	2	3	4	5
TEXTFORM	1	2	3	4	5	1	2	3	4	5
Commitment System	1	2	3	4	5	1	2	3	4	5
Memory typewriter	1	2	3	4	5	1	2	3	4	5
Word Processor (e.g. Olivetti)	1	2	3	4	5	1	2	3	4	5
Typewriter	1	2	3	4	5	1	2	3	4	5
Calculator	1	2	3	4	5	1	2	3	4	5
Other (Please name)										
_____	1	2	3	4	5	1	2	3	4	5
_____	1	2	3	4	5	1	2	3	4	5
_____	1	2	3	4	5	1	2	3	4	5

7. Did you apply to take the Apple training? _____ No _____ Yes.

   a. If yes, why?

   b. If no, why?

8. If you initially expressed interest in the Apple training and then decided not to, please tell us why?

9. What do you expect to gain from the Apple training?

10. How do you expect to use your knowledge of the Apple and microcomputers?

11. When you think of yourself and computers, circle the number which best describes the extent to which the following statements apply to you; 1 equals "not at all" and 5 equals "very much".

	Not at all				Very much
* I want to learn about micro computers because I believe they will help me with my present job.	1	2	3	4	5
* I want to learn about micro computers because I believe they will help me get a promotion in the library system	1	2	3	4	5
* I want to learn about micro computers because I believe it will help me get a new job outside the library system	1	2	3	4	5
* I feel that the libraries should not be buying a micro computer when we may be faced with laying people off.	1	2	3	4	5
* I feel that the libraries need to get involved with micro computers to learn better ways of getting the work done with our non-growth budget.	1	2	3	4	5
* Computer literacy is necessary. It will be a survival skill in the future.	1	2	3	4	5
* I am interested in micro computers but I don't have the time to learn about them.	1	2	3	4	5
* I am not interested in micro computers and feel there is too much attention being paid to them and that they are just another passing fad.	1	2	3	4	5
* I already know enough about computers and do not need to learn about micro computers.	1	2	3	4	5
* I would have taken the class on micro computers but $10 is more than I want to invest.	1	2	3	4	5
* I am very excited about the promise of micro computers and I am eager to learn as much as I can about them.	1	2	3	4	5
* I am afraid of computers.	1	2	3	4	5
* I know very little about computers and I feel I need to know more because my children are learning about them.	1	2	3	4	5
* I know very little about computers and I feel I need to know more because children will soon know more than I will.	1	2	3	4	5
* I want to learn how computers can assist me at home with budgets, schedules, inventories, electronic banking, etc.	1	2	3	4	5
* Other (please list) _____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

12. When you think of micro computers and learning about them,what comes to your mind to finish the following sentence: "If only... _____

_____

_____

13. Please check below if you have read about computers in any of the following within the past three months:

____ newspaper ____ magazine article ____ advertisement

____ book Other (please identify) _____

14. If you have any other thoughts, comments, observations or questions about micro computers please write them here:_____

_____

_____

15. Library unit

____ Administration
____ Education
____ Law
____ Medicine
____ Purdy
____ Technical Service
____ Science
____ Library School Faculty

16. How far do you live from WSU?

____ 1 mile or less
____ 2 - 5 miles
____ 6 - 10 miles
____ 11 - 15 miles
____ 16 - 20 miles
____ 21 - 25 miles
____ more than 25 miles

17. What is your chief mode of transportation to and from work?

____ car
____ car pool
____ train
____ bus
____ other (please specify)

_____

18. What is your highest education degree?

	Name of Degree:
___ High School	_____
___ Community College	_____
___ College	_____
___ University	_____

19. If you have a Master's of Library Science degree, where did you get it at and when?

Name of School and University: _____

Location: _____

Date: _____

20. Sex:

___ Male ___ Female

21. What is you age?

___ under 20
___ 21 - 30
___ 31 - 40
___ 41 - 50
___ 51 - 60
___ 61 - 65
___ over

22. Please check any library associations to which you belong:

___ American Library Association
___ Association of Law Librarians
___ Medical Library Association
___ Michigan Library Association
___ American Society of Information Science
___ Special Library Association
___ Council of Library Technicians
___ Others (please list) _____

_____

Thank you for taking the time to respond to this questionnaire. We will inform you of the results of our study. Please return this questionnaire to:

Ruth Patrick
Library Systems Office
455 Purdy Library

WAYNE STATE UNIVERSITY

Library Staff Memo No. 341

SUBJECT: Micro Computer Training Questionnaire

FROM: Ruth J. Patrick, Assistant Director of Library Operations RJP

DATE: 10 November 1982

Thanks to all of you who responded to the micro computer training questionnaire survey. We have completed an initial review of the data and the information collected will be helpful in developing our micro computer program. So far we have heard from 52% of the library staff. This memo is a reminder to you to please fill out a questionnaire if you have not already done so. There still is a chance for you to be eligible for the cookie draw. If you have misplaced your questionnaire and need another one, call Fran Flynn, 7-4044. Also, if you have not yet signed up for a training class there is still time. Just let Fran Flynn know and she will assign you to a class.

ACTION NEEDED: Complete the Questionnaire if you have not yet done so.

Wayne State University

Memorandum

Subject: Microcomputer Questionnaire

From: Ruth J. Patrick, Assistant Director for Library Operations Ext. 7-4058

To:

Date: January 27, 1983

Although 77 people have completed and returned their questionnaire on microcomputers to me, I have not yet heard from 71 staff members. It is important that we have as high a response rate as possible. First, to make the data more meaningful, and second, and perhaps even more important, to get your comments and opinions on the implementation of the microcomputers.

Several staff members have spoken to me about the matter of confidentiality. I had originally intended to correlate the answers to the first questionnaire with the results of the second one (which is yet to be administered) to measure if there was any change that occured between questionnaires. I still will be able to do this analysis. However, if you would feel more comfortable about returning an unsigned questionnaire, the study design will be able to handle it. I am more concerned at this time about increasing the response rate.

Attached is a copy of the questionnaire for your convenience. I would appreciate it if you would complete it and return it to me as soon as possible. The comments received so far have been extremely helpful in guiding us in the implementation of the microcomputers and I would like to continue this process by receiving your comments and answers.

Thank you.

P. S.

I am particularly concerned that you might have some negative attitudes towards microcomputers or some reservations about microcomputers that have not been expressed to me by anyone else. I can't promise that I will be able to change your attitudes but knowing about them and especially about your reservations I can try to design some accommodation into our program. Most important is that I believe that you may have some ideas that will ensure that microcomputers will be used to improve our services to users and our operations.

BEST COPY AVAILABLE

APPENDIX B

Evaluation Questionnaire

INTRODUCTION TO THE APPLE II+ AND MICROCOMPUTERS

EVALUATION QUESTIONNAIRE

1. Please circle the number that best describes the extent to which you achieved each of the following objectives.

	NOT AT ALL.....VERY MUCH				
1. I am able to describe the hardware setup of the typical Apple home system.	1	2	3	4	5
2. I am able to describe some of the recent hardware add-on capabilities that are currently available for the Apple II+ microcomputer.	1	2	3	4	5
3. I am able to hook up and operate the Apple II+ using pre-written software.	1	2	3	4	5
4. I am able to write a simple flow chart for a computer program to solve a specific problem.	1	2	3	4	5
5. I am able to write and enter the code of a simple computer program.	1	2	3	4	5
6. I appreciate the complexity and difficulty of writing professional computer software.	1	2	3	4	5
7. I have increased my computing literacy.	1	2	3	4	5

2. Please circle the number that best describes the extent to which you agree with the following statement and write your comments (if any):

	NOT AT ALL.....VERY MUCH				
1. The content of the class was adequate for the time available.	1	2	3	4	5
Comment:					
2. The environment of the room was comfortable.	1	2	3	4	5
Comment:					
3. The instructor knew his subject.	1	2	3	4	5
Comment:					
4. The instructor did an excellent job of teaching the class.	1	2	3	4	5
Comment:					

	NOT AT ALL.....VERY MUCH				
5. The pace of the class was good for me.	1	2	3	4	5
Comment:					
6. I like having my own floppy disk and look forward to using some of the software programs I now own.	1	2	3	4	5
Comment:					
7. The slide tape demonstration was helpful.	1	2	3	4	5
Comment:					
8. I would like to take 4 more hours of training.	1	2	3	4	5
Comment:					

Other Comments or Suggestions for Improving the training session:

9. _____

_____

_____

10. _____

_____

_____

11. _____

_____

_____

3. If I were to take another four-hour class for $10.00 I would like to learn about the following:

_____Word Processing
_____Data Base Use
_____Computer-aided Learning
_____VISICALC

_____Programming (BASIC)
_____Graphics
_____Evaluation of Software
_____Evaluation of Micros
_____Other (please specify)

_____

_____

4. Please circle the number for yes or no for each of the items below that you plan to follow up on or not to do.

	YES	NO
1. Read an article or book or more on micro-computers.	1	2
2. Complete the MECC tutorial which was the basis for the training.	1	2
3. Complete the Applesoft Tutorial.	1	2
4. Take one or more classes on computing from a community college, Wayne State University, the Computing Services Center, or a computer store.	1	2
5. Attend a VISICALC or Word Processing class, given by the Libraries.	1	2
6. Complete the VISICALC or Word Processing tutorial.	1	2
7. Write an applications program.	1	2
8. Use a software program to do a library task that I hadn't used before.	1	2
9. Use the Wang Record Management System to do a library task.	1	2
10. Use the Wang Word Processing System to do a library task.	1	2
11. Purchase my own personal computer.	1	2
12. Write a proposal to buy a computer for a library unit.	1	2
13. Recommend the class to someone else.	1	2
Other (Please specify)		
14. _____	1	2
15. _____	1	2
16. _____	1	2

Thank you for taking the time and thought to fill out this evaluation form. Six months from now, we will ask you to complete another evaluation form to see what the impact of this training has been on you and on the library. Good luck with your computing plans.

RJP/ff
9-28-82

APPENDIX C

Responses to Open-Ended Questions

(Micro Computer Questionnaire)

MICRO COMPUTER TRAINING QUESTIONNAIRE

Question:

7a. Why did you apply to take the Apple Training?

Code #

1 I feel the knowledge gained by taking this class may benefit my future and present employment at WSU by learning a new skill.

2 I think I could use the training.

3 Need to learn mechanics--am learning by the seat of my pants and need to have some supervised instruction.

4 I am interested in more aspects of computers than I am now familiar with.

5 I work at circulation. Hopefully our work will be computerized some day. Exposure to a computer should be useful in preparation for future circulation work.

6 I would like to review and refresh my knowledge of Basic and brush up on my programming skills.

7 To acquaint myself with its capabilities both on the job and possibly at home in the future.

8

9 To get general orientation to dist----------features of Apple.

10 I have very little background in computers and would like to gain some experience with them.

11 Very interested in finding out about <u>any</u> kind of computer not only because our society is beginning to be inundated with them, but also because they are great fun to work on. I feel like a farmer standing at a plow (horse-drawn) looking at my first tractor. If I want to keep up and work with the most efficiency I <u>must</u> be at peace with machinery.

12 It is being made available locally and at reasonable cost. We will have an opportunity to see what the possible applications are.

13 I feel it would be very useful to have a basic knowledge of computers and data systems since those things are becoming very much a part of the order of things.

14 Would like a better understanding of computers. In the future I feel it will be a must.

15 To increase my familiarity of the Apple computer specifically.

Question:

7a. (Continued)

Code #

16 There is some consideration that an "Apple" may be purchased for our office. If so, I wanted to be prepared to use it in conjunction with my current work, but felt I needed additional programming experience as my prior experience was several years old; when I learned that I was to be charged $10 for the training, I almost opted out. I feel that training that is suggested by my employer to assist in my job should be paid by the employer and not by me.

18 Because I am interested in the way microcomputers work.

19 To increase literacy re computers, etc. For orientation to new work processes.

20 Interest in the use of computers in the library, which use, I'm sure, will become prevalent.

21 I would like to become more familiar with microcomputers because it seems clear that they are becoming an integral part of most libraries.

22

23 I feel the training will help me in my job and hopefully it will help me in getting a promotion.

24 Interest in new developments.

25 Need general knowledge to apply to Nonesuch work.

26 To enhance and further my knowledge of computer programming.

27 Need to grow professionally.

28 It was a desperate chance to escape the void of intellectual stimulation on the job. I cannot overemphasize this point. It was something to learn! It was a full meal offered to a starving man.

29

30

31 To learn enough about the Apple II to make specific useful applications on the job.

32 I believe the Apple training will help me with my present job. In such kind of computerized society you cannot live without it.

33 To learn a computer language.

Question:

7a. (Continued)

Code #

34 I feel that any possible exposure to computers and computer training is of the utmost importance in comprehending the current automation trends, both in the field of Library Science and in life in general.

35 Feel I may be able to use some simple program to perform my job better; also have almost no knowledge of programming.

36

37 I wanted to learn more.

38

39

40

41 An intro. to such a computer is valuable to me.

42 The in-house training session is a convenient way to ease into use of computers in the information work of the library system. There isn't any other tool in such work more vital and powerful than this one.

43

44 Wish to use system for statistics keeping. Possibly some work processing functions.

45 I thought it would be a good learning experience.

46

47 I was interested in how it operated--and to know just the basic of the Apple computer.

48 I registered for the Apple training sessions to increase my knowledge and experience dealing with microcomputers. I am very interested in work and information processing systems.

49

50

51 To explore possibilities for its use.

Question:

7a. (Continued)

Code #

52 1. To discover the capabilities of the Apple computer in order to be able to identify any of my work procedures which could be improved by its use. (For ex: Learning about the word processor, I realized how well suited it was for editing the WSU LIBRARIES NEWSLETTER, and we have enjoyed using it.)
2. To learn the basic skills necessary to carry out above.

53 To have an introduction to computers.

54 Just wanted to.

55 With the overwhelming popularity of home computers, I felt it necessary to take advantage of any opportunity to learn more about them and their applications for my work.

56

57 Would like more experience with computers.

58 I am very eager to learn about computers because I believe the experience will be very helpful to my career and a necessary skill in the future.

59

60 For an overview of the types of programs possible, the degree of complexities involved and further knowledge of Apple hardware.

61 I want to increase my computer knowledge.

62 To become familiar with programming techniques and try to apply them in the work environment.

63

64 Interested in the operations.

65 Can't escape it--I'm too young to retire! So, I will attempt to learn as much as possible to assist in developing an in-house, on-line authority control file.

66 I'm interested in computers, how they work and what they can do--I use this on my job.

67 To find out what microcomputers are, how they can be used, and what applications would be possible on my present job.

68 To be better prepared to convert technical services reports and statistics to automated systems.

Question:

7a. (Continued)

Code #

70 To acquire usage skills.

71 To become more familiar with a personal computer such as Apple in order to identify its value for library operations.

202 To enhance computer literacy.

207 Thought it a good opportunity to update my skills.

212 Wanted to learn just the basic way of opening, closing and see what it can do.

215 To acquire the knowledge involved in the workings, use and applications of a microcomputer.

218 Wanted to get a basic knowledge of a personal computer.

221 It would be interesting to see what an Apple computer is capable of doing, and of the variant problems it can be used for.

226 To learn about micros.

228 General interest.

236 To expand my knowledge on the use of microcomputers.

238 Wanted to see how the computer worked, and what programming was available.

243 I didn't think I could lose very much for $10.00. I think I would have benefitted and learned something from this training as long as it was possible to work with the computers periodically.

245 To help libraries implement the computer age.

246 Why not?

253 To gain a little first-hand knowledge.

255 I am very interested in learning how to operate computers.

258 I am interested in learning how to use the computer. Eventually, the library will be completely computerized.

259 Curiosity.

278 I thought it would be an interesting learning experience.

279 To add to my knowledge of computers.

Question:

7a. (Continued)

Code #

901 I thought it would be useful.

902 Obtain training in its use and understand its capabilities.

903 I am interested in learning more about home computers.

905 To learn something about an important phenomenon in today's world.

Question:
7a. Why did you apply to take the Apple training?

CATEGORIES	CODE NUMBERS OF RESPONDENTS WITHIN THESE CATEGORIES	FREQUENCY	PER CENT
INTERESTED in learning	4,6,9,10,11*,18,24,26, 28*,33,37,41,45,47,48, 51,53,54,57 60,61,64, 70,901,902,903,202,212, 215,218,221,226,228, 236,238,246,253,255, 259,278,279	41	53
To learn a new skill-- which might help with present & future jobs, or at home	1,5,7,16*,19,20,21,23, 25,31,32,34,35,44,52, 58,62,65*,66,67,68, 71,245,258	24	31
NEED to learn	2,3*,13,14,27,905	6	8
Interested AND course is being made available at a reasonable cost; convenient/good opportunity	12,42,55,207,243*	5	7
To increase knowledge of Apple II+ specifically	15	1	1
		TOTAL 77	100

77 persons responded as to why they applied to take training
32 persons responded as to why they did not apply to take training
4 persons did not respond as to why they did or did not apply for training
113 persons responded to the Micro Computer Questionnaire

Question:

7b. Why did you not apply to take the Apple training?

Code #

8 I had already taken a course.

17 Because of my experience with BASIC computer programming.

22 I am taking another class and do not have time at this point. Besides, other people may need the training more than I do right now, so I do not want to take a spot in the first sessions.

29 I was not aware of the broad scope that this program had to offer.

30 Have not heard anything about the Apple training.

36 Took mini seminar on VISICALC. Only interested in what applies directly to the job.

38 I will at a later time.

39 Had it already--prefer to experiment with PCs at home.

40 1. I had a programming course--let someone else benefit.
2. I've worked on OCLC for over four years and Ringgold and other things.

43 Wasn't sure what it was all about.

46 No real time at present.

49 Pressed for time.

50 I decided to take Computer Science I so that I would have more back-up training into computers.

56 Believe my educational and work experiences would cover most aspects of the training. Also, do not see any application pertaining to work.

59 I can easily pick up what I need to know because of experience with main frames and minis.

69 Let deadline slip by.

906 Already familiar with introductory level programming.

205 I found a $10.00 fee was unnecessary.

209 I validate the OCLC subjects, and I would need the computer as an index. I understood that this was impossible at this time.

211 Not particularly interested.

214 I hate computers.

Question:

7b. (Continued)

Code #

224 Not interested.

232 I really didn't think it could benefit me since my job entails circulation and using the OCLC terminal for technical services.

235 Because I remember how the library promised us word processing before and we weren't able to take it because it conflicted with the four-day work week. Also, they never make it worth our while in that they teach only a little. When I learn, I want to be able to learn ALL there is to know PLUS use it in my job in order to retain the knowledge. I get disgusted everytime the library comes up with something like that; it falls through or it is a waste of money. One time, all the staff was supposed to learn the word processing equipment, before the four-day work week came to be, but it fell through. Don Breneau was supposed to teach us. I KNOW the library has better things to do with its money than waste it on computers we won't ever use. (I also heard that the mini computers bought were the cheapest brand and afterwards are to be replaced with expensive models--whose idea was that?? ANOTHER WASTE OF MONEY!) I'm sure no one would risk taking the cheap ones home to learn, lest something happen to them. I realize it is a bit difficult, with our oversize of staff to follow through on some ideas, but whatever is planned should be planned thoroughly and carried through! If I decided to take a class in computers, I'll take it outside; I might learn something.

242 I wasn't aware of the information about it. I didn't know OAl Ass. could take the training.

247 Had similar course with Vender.

248 I had a training class in N. Carolina last summer; but not as extensive as the class here.

249 Not interested; in no way will it assist me in my research projects.

251 Was not interested, and did not want to pay $10.00 to learn.

264 Forgot to apply. Would like to now, if not too late.

274 Am taking course on microcomputers.

276 Wasn't interested.

277 Was taking full time course load of university classes to finish degree.

Question:
7b. Why did you not apply to take the Apple training?

CATEGORIES	CODE NUMBERS OF RESPONDENTS WITHIN THESE CATEGORIES	FREQUENCY	PER CENT
Am taking or have taken course(s)/ have experience already	8,17,39,40,50,59,906,247, 248,274	10	31
No time/plan to take the course later	22,38,46,49,277	5	16
Not able to apply knowledge acquired to my work	36,56,209,232,249	5	16
Not aware course was offered/forgot	29,30,69,242,264	5	16
Not interested	211,214,224,276	4	13
$10.00 course fee	205,251	2	6
Previous failure of Library to follow thru on teaching a course; course content not stimulating enough	235*	1	3
	TOTAL	32	100

32 persons responded as to why they did not apply to take training
77 persons responded as to why they applied to take training
4 persons did not respond as to why they did or did not apply for training

---

113 persons responded to the Micro Computer Questionnaire

Question:

8. If you initially expressed interest in the Apple training and then decided not to, please tell us why.

Code #

9 The cost of $10.

11 Many people withdrew when the $10 fee was applied. I do not mind the fee at all and would pay up to $25, but I am concerned about having two people per terminal during the training. I want to be one-to-one at the terminals because I am greedy to learn and want no interference in the form of another person's learning rate. I also appreciate the opportunity to get the training for a nominal fee--I understand the classes offered by companies are considerably more in cost.

28 My wife and I budget closely. There are simply higher priorities for the extra $10. Please understand.

40 1. Fee.
2. Word of mouth.

47 My budget couldn't afford it.

64 Because it is only featuring basic knowledge.

212 1. I was very much against the idea of paying for training that I would be using on the job. Now, of course, I understand you take the machine home and practice at home. At the beginning, I could not see paying the $10.00 (which I happen to have).
2. I have a lot of work in the office here at WSU which includes using the terminal. I like my work and job, and I feel the terminal is enough use of computers that I care to learn. My evening time is very busy with personal use and I have no time or interest to learn the machine. It probably would be fun to use, but as I just stated, I have no extra time.

243 The class was too crowded and there was not a computer available for me. I felt that I could not learn as much without a computer.

245 Demands at work were pressing.

248 Basically, all these computers have the same ideas. For instance, if you can drive a car---you can drive a truck, etc.

274 Felt the training was not that extensive and a repeat of other courses I had previously taken.

278 From what I heard, it was not necessary if you have experience with OCLC and NONESUCH. The sessions were not indepth.

Question:

8. If you initially expressed interest in the Apple training and then decided not to, please tell us why?

CATEGORIES	CODE NUMBERS OF RESPONDENTS WITHIN THESE CATEGORIES	FREQUENCY	PER CENT
$10.00 course fee (due to a strict budget, or the principle that the employer should pay fee when a course is word-related)	9,28,40*,47	4	33
Course content not challenging enough	64,248*,274,278*	4	33
Not enough terminals to practice on (e.g., wanted to have their own terminal to use)	11,243	2	17
Too busy	212*,245	2	17
	TOTAL	12	100

Out of a total of 113 persons who responded to the Micro Computer Questionnaire, 12 initially expressed interest in the Apple training, but later changed their minds.

Question:

9. What do you expect to gain from the Apple training?

Code #

1 I believe the libraries need to become more streamlined in operations. Computers would aid in the process. I expect to gain competence in computer use; I would like to be able to contribute ideas which were sound and may have application in the library system.

2 Self-confidence, additional job skill. A better understanding of the demand for computers.

3 Mechanics.

4 General knowledge.

5 Some understanding of the capabilities of the mini computer. Perhaps some ideas on how it can be applied in circulation services.

6 To review and refresh my knowledge of Basic and brush up my programming skills.

7 Acquaint myself with its capabilities both on the job and possibly at home in the future.

10 Some insight into what the computer craze is all about and decide whether or not I'd like to take some course in Computer Science.

11 Hopefully this training will augment my very rudimentary beginnings in computer sutdy. Any knowledge in computer science should enhance my employment opportunities, my value in my current position and my understanding of life and other people.

12 Some of the very basics of microcomputing. A sense of perspective concerning their use. A directed demonstration of skills needed and potential applications. A taste of what might be if the units were readily accessible.

13 I am hoping to gain a basic orientation in this field.

14 Some knowledge and language, as I have not used a computer in the true sense, nor a terminal and feel I need the training.

15 "Hands on" familiarity comparison ability between Apple and other models.

16 My prior programming experience in MTS basic is a bit dated. I hope to increase my knowledge on application of computers to office functions.

18 Better knowledge of the way computers work.

19 Basic understanding of Apple capabilities.

Question:

9. (Continued)

Code #

20 1. Understanding of the value of the Apple System.
2. Familiarity with its use.

21 I would like to become more comfortable with computers, and certainly more knowledgeable.

23 A better knowledge of computers.

24 Some basic knowledge of simple programs.

25 Better grounding in computer principles.

26 To enhance and further my knowledge of computer programming.

27 What's going on around me, improve my efficiency and the library's.

29 From attending the Apple training, I hope to gain knowledge about word processing and the software program.

31 Specific skills to develop confidence and ability to apply this technology to library operations.

32 It will be an important skill in the future (to the computerized society) someday; if we can get one at home it will assist me at home with budgets, schedules and some other information, etc.

33 Some knowledge of programming.

34 I expect above all to gain some exposure to the programming aspects of the Apple system in order to have a better basis for understanding the capabilities of micros and move from there toward the goal of practical applications in my work environment.

35 Basic understanding of possible Apple-cations. Very basic understanding of elementary programming.

36 Nothing with long term personal use. Might adapt (as VISICALC) to work loads.

37 Concepts of the Apple system.

41 Better prespective on value of such an instrument for personal purchase.

42 An introduction to microcomputer operation and programming sufficient to make practice time on the system effective.

Question:

9. (Continued)

Code #

44 A little background to aid in working with training manuals to learn use of different software packages.

45 The ability and knowledge of how to operate the computer and maybe learn a few programming techniques.

47 I wanted to know the basics of the Apple computer and how the library system was going to use it.

48 Increase knowledge and experience dealing with microcomputers.

51 Perhaps computer expertise, but at least some facility to exploit its potential if an opportunity or idea arises.

52 Since we live in a computer age, I want to know more about computers and programming. I want to determine from this introduction whether I want to take other courses.

53 Some idea of the uses and applications of the computer in the library.

54 Enough info to know whether or not to continue, whether or not I can justify some projects in which I might get involved.

55 I expect to learn what home computers can do and to learn the basics of their operation.

57 Hands-on experience in how to program in the BASIC computer language.

58 Basic knowledge of what microcomputers are, what they do, and how they can be useful to me.

60 Basic ease in use of the terminal, ideas for library use of programs.

61 Experience in using a microcomputer.

62 Enough familiarity to attempt programming on my own.

64 Experience.

65 Whether, despite my lack of arithmetical/mathematical aptitude, I can absorb enough of the programming to use it competently. Also, it seems advisable to learn the jargon, etc., to follow what is happening around us. I have seen computerization imposed on systems/people precipitiously and am well aware of the tangible and intangible costs of 'picking up the pieces.' Perceptive planning is very badly needed and often absent. For example, my credit union is pushing me toward getting a lawyer and suing--because of the mindlessness and jackassaninity caused by their computerization.

Question:

9. (Continued)

Code #

66 A knowledge of another way to store and access information.

67 An initial glimpse of what microcomputers are, and their possible applications.

68 Learn terminology and basic concepts of microcomputers.

70 Additional knowledge of computer function and usage.

71 A familiarity with a personal computer.

202 Some insight into the capabilities and possible applications of microcomputers.

207 Insight into a very intriguing operation.

209 I am very interested in all the new technology, and I am sure this is the only route to proceed. I am sure I will have training, either at my own interest for personal computers or, if possible, if there will be an opportunity for me to have the use at work.

215 See 7a; the beginning, basics.

216 New knowledge.

218 Basic functions and format of the machine.

221 Not much more than what an Apple is, and some basic foundations for usage; i.e. turning machine on.

226 Knowledge of how microcomputers work.

228 Learn a little about the Apple.

236 Cursory knowledge.

243 Basic knowledge to enable me to know and learn more about computers on my own.

245 More knowledge of computers and how they can be applied to alleviate some of the nitty gritty work that tends to boggle the mind when the volume of numbers and words is so great.

246 I don't expect anything.

247 Some understanding of use of computers; experience in microcomputers.

Question:

9. (Continued)

Code #

248 Just specifics in the Apple II.

253 Better grasp of vocabulary.

255 A workable knowledge of computers.

258 I hope to gain beneficial knowledge from the Apple training which will help me on the job in the near future.

264 More knowledge on different computers.

277 Enough competency so that instruction at work wouldn't be a burden to other staff members.

279 Learn more about the operations of a 8-bit computer.

902 Obtain training in its use and understand its capabilities.

903 A working knowledge of the uses and benefits of home computers.

905 Basic information and introduction to microcomputers.

Question:
9. What do you expect to gain from the Apple training?

CATEGORIES	CODE NUMBERS OF RESPONDENTS WITHIN THESE CATEGORIES	FREQUENCY	PER CENT
Increase basic knowledge of computer/ micro computer use	3,4,6,12,13,14,15,18,19, 20,21*,23,24,25,28,33, 35*,37,42,45,48,57,58, 61,64,65*,66,67,68,70, 71,902,905,202,207,215, 216,218,226,228,236,247, 248,253,255,264,279	47	60
Knowledge to help at job/home and personal use	1*,2*,5,7,11,16,27,29,31, 32,34,36,41,44,47,51,52, 53,54,55,60,62,903,209, 245*,258,277	27	34
To obtain some indication of whether to go on for further training	10,52,54,243	4	5
Do not expect anything	246	1	1
	TOTAL	79	100

Out of a total of 113 responses to the Micro Computer Questionnaire, 79 persons responded to this question.

Question:

10. How do you expect to use your knowledge?

Code #

2 Hope to be able to help my sister in her school work as well as my job. Perhaps with training I will be able to make my job faster and easier. Also help my uncle in his business.

3 Program for location information in the Education Library.

5 Now that the world has moved into the computer age, almost everyone in the work force is going to need to know how to deal with a computer of some sort in order to survive.

6 I expect to use the knowledge in my studies of more advanced courses of computer science.

7 That depends on what I am taught and what I learn from it. I feel that there are reference uses--conversion of small files is one example I can think of.

11 I figure that I am young enough to be still working (employed) when computers in the home will be like televisions (3-4 per household) and computers in business like typewriters (20 per office). I expect that my survival (i.e., paycheck and eating) will depend upon my ability to utilize a variety of computer terminals and languages. I have a liberal arts education, subjective background and am fascinated by the objective learning processes that computer science will afford me.

12 In the development of several potential projects which could be performed with the help of a microcomputer.

13 I may at some future time need to use more computer skills than I now use in my position. However, I think mostly I simply want to be aware of what is happening.

14 Hopefully, Student Assistant payroll, accounts, etc. Also, maybe ULOSSOM.

15 General computer related knowledge.

16 Possibly apply Apple program to billing procedures in our office.

18 I will probably use it in my everyday work. Helping understand the Wang system a little better.

19 Would like to incorporate more automated procedures in tedious, repetitive tasks--which abound in present work situation.

20 Depends on my understanding of the value of the system.

Question:

10. (Continued)

Code #

21 I don't currently know enough about the possible applications of them to say, at this point.

23 I would have to know the capabilities of the Apple before answering this.

24 Understanding of feasibility of designing a program for retrieval.

25 Apply to Nonesuch development.

26 With so much emphasis on computers in our society and work place, I feel that everyone should have some knowledge in the field. Computers are becoming a part of everyday life in the home and work place.

27 Be able to do better data base searching, to be better prepared for the day when we get an OCLC terminal at reference. Create new user aids and improve library (or ref.) records.

29 I expect to use the knowledge gained from the Apple and microcomputers to help me in work. Also, to help me find another job if the need should arise.

31 To develop specific techniques which will increase control over paperwork and other processes with the goal toward reducing repetitive, error-prone work with resultant cost and labor savings over the long run.

33 In any applicable way.

34 As hinted at in #9, it seems that the near future will establish microcomputers as being an integral part of most work environments. I hope to use any knowledge I gain to effectively integrate and use micros to the fullest in our library setting.

35 No definite idea.

36 Only on the job.

37 For work--statistics, for home--personal.

39 Uncertain at present. Hadn't had the opportunity to explore further during working hours, and am busily exploring how to use at home, without thought of possible applications at present, especially since the two PC's aren't compatible.

42 There are a few library applications I would like to develop.

Question:

10. (Continued)

Code #

43 They seem to be the wave of the future. I think I'll probably be here for a while so I should learn how to use the systems.

45 I figure that one day the library will acquire one and I might have to use it and it might come in handy for job advancement.

47 I would like to set up my own system or program for govenment documents one day, that's why I need the knowledge of any computer system on the market.

48 I plan to use my knowledge of the Apple and other microcomputers to achieve various career goals and objectives. Having this knowledge and experience will enable me to advance myself professionally. Also enabling me to be more competitive in the current job market. After completion of my degree in Consumer Affairs, I plan to achieve a degree in Information Management.

51 In library instruction to students.

52 Having used computers in bibliographic searching, cataloging and union listing, I would like to gain some insight into how programs are written.

53 I don't know yet.

54 To use in creating specialized bibliographies.

55 If possible, I would like to learn enough about microcomputers to apply their uses to my work.

57 Explore possible uses of application in the Law Library.

58 I don't know enough about them to answer this question.

59 I expect to become more familiar with micros in regard to possible library applications and possible eventual purchase of personal computer.

60 Library programs in long range time saving and/or better service and management.

61 On my job at the present. Also, in other job market if I need to.

62 To develop/modify software packages for library and to utilize other existing software packages.

64 Job related.

Question:

10. (Continued)

Code #

65 I would like to actively participate in the development of an on-line in-house Authority Control System--and to push for one which can be used sydectically in bibliographic record control in any future on-line catalog at WSUL. The computer should not be applied blindly and injudiciously. It can be an exceptionally useful tool when applications are well planned and quality control is mandatory.

66 To help me in a job here in the library or elsewhere.

67 At this point, I'm not really sure.

68 To be better prepared to convert technical services reports and statistics to automated systems.

70 As a marketable skill for advancement beyond the limited fields of Wayne State University.

71 As a step towards examining applications of microcomputers to everyday library operations.

202 In whatever way the library administration directs.

205 If I have a personal computer I will use it for: budgeting, household accounts, income tax purposes, recipes, etc.

207 Not sure that I can, but would certainly like to discover an area of application which would involve a little programming. More poetically, of course, the word processing programs might replace a part of my typing activities.

209 My line of work would limit my use to a word processor. I would be very happy to be able to store the knowledge I receive in the LC subject heading weekly and index these weekly issues for future use.

215 Hands-on experience which may assist me in using other microcomputers; i.e. the Osborne.

218 Applications to library work are of primary importance at this time (especially word processing).

221 I don't actually expect to use it, but should the need unexpectedly arise, I would like to have some knowledge of microcomputers. I feel that knowledge of computers is not just for a select few anymore, it is becoming (and soon shall be) as common as the knowledge of calculators.

Question:

10. (Continued)

Code #

226 Anticipated use within library system when our micros arrive.

228 Don't know yet.

236 I am considering the purchase of a microcomputer for my home.

243 At the present I see no way to use any knowledge of the Apple and microcomputers in my job. I know that eventually there will be a way to do this. I would still like to know as much as possible for my own benefit and future needs.

245 Don't know--will have to come step-by-step.

246 I don't expect to.

247 Encourage others to find applications.

248 I would hope advancement, but that doesn't seem to be the case at Wayne.

253 I'll probably buy my own P.C.

255 Yes.

259 Don't know.

277 At work if necessary.

279 I wish to use the knowledge as a foundation for furthering my abilities in contemporary office automation, via menu-driven microcomputers.

901 I don't know yet.

902 In work and home.

903 As a budgetary tool and eventually as an inventory device for a small business.

905 Don't know.

Question:
10. How do you expect to use your knowledge?

CATEGORIES	CODE NUMBERS OF RESPONDENTS WITHIN THESE CATEGORIES	FREQUENCY	PER CENT
At work	3,7,12,14,16,18,19*,25,27, 29,31*,36,42,47,48,51,52, 54,55,57,60,61,62,64,65*, 66,68,70,71,202,207,209, 215,218,226,248,277,279	38	51
Do not know yet/ general use	15,20,21,23,24,33,35,39, 53,58,67,901,905,228,245, 246,247*,255,259	19	25
Knowledge will be a 'survival skill' necessary for fu future work	5,11*,13,26,34,43,45,221, 243	9	12
At work and at home	2,37,59,902,903	5	7
At home	205,236,253	3	4
To help with computer science coursework	6	1	1
	TOTAL	75	100

Out of a total of 113 responses to the Micro Computer Questionnaire, 75 persons responded to this question.

Question:

12. When you think of microcomputers and learning about them, what comes to your mind to finish the following sentence: "If only...?"

Code #

2 Compute my department.

3 I could have one day to set aside to devote to it.

7 There were time.

11 I could learn as much as possible about machinery, automobiles, electronics, then my basic survival skills will be enhanced.

12 The microcomputer were available in all units so any training received could be put to use.

13 I gain a basic orientation, upon which I may or may not build, I will consider the time very well spent.

14 This were possible when I was going to high school.

15 We had additional terminals to accomodate our staff for self-advancement training.

16 I had gone for a computer science degree. I'd be making more money and have better job security.

17 I had invented the Apple.

18 Computers could change the way people today think.

19 There were more entry-level training sessions available and time to utilize them.

20 I had more time.

21 I could have the training at work.

22 I had a more mathematical and scientific mind, I could learn more about computers and be able to apply the knowledge effectively.

23 I didn't have to answer this questionnaire.

24 Microcomputers are capable of storing sophisticated survival programs--and I could write a program.

26 I could make up my own program. My job could be done so much more efficiently.

Question:

12. (Continued)

Code #

27 I knew more.

28 I owned one to play around with at my leisure.

29 My job offered more computer training programs.

30 I could afford and had time to learn about microcomputers.

31 These machines could really fulfill 1/10th of their potential, for practical purposes (not entertainment, etc.), they would be worthwhile indeed.

33 I could learn a computer language.

34 I could keep up with the evolution and new dimensions evolving in the area of computers.

35 I could afford a home computer and training, I could finally get my life organized.

37 I had the basic knowledge, I could work on from here.

38 They were 'cheapies '.

39 There were enough time and availability of the resources to immerse myself in this area.

40 UNIVAC had 'tilt'-ed permanently.

41 I could get started on this and get a good recommendation from someone of a book that provided a readable intro. to the field without making it sound like God's best gift to man since sliced bread!

42 The library system could afford to maintain an on-going training and information program about microcomputer use, consisting of demonstration and classes on various microsoftware systems, technical information lectures (like those occasionally given at the Detroit Engineering Society's Building), and review of locally-developed systems.

43 I knew more.

44 I had more time available.

45 I had the opportunity or job qualifications to use them in my present job or a future job.

Question:

12. (Continued)

Code #

46 I had enough time to learn all I want to know.

47 These computers weren't so smart--expensive.

48 Computer training had been available to me during my elementary and high school years of education.

49 Everything were in place ready to be computerized.

51 1. They would go away.
2. I could learn them without expending time.
3. Access to them were on a more casual level, e.g. in each department, on which one might experiment as time permitted.

52 I had the mathematical aptitude...

53 I understood statistics.

54 Nothing comes to mind.

55 I had a microcomputer at home to play with. I'm sure I'd find lots of things to do with it.

57 The opportunity to learn about microcomputers were available, I would certainly take advantage of some.

58 I knew enough about microcomputers to help my career and assist me at home.

59 I had one.

60 There were more standardization,...our unit had one now! The costs would come down more quickly.

62 There were more time at work to use them and experiment with them, and there were an adequate supply of terminals.

63 We had one in the office of evey Council member.

64 I could get the experience.

65 Mankind were really civilized they'd be great--unfortunately, we are not very civilized, so computers often are misued.

Question:

12. (Continued)

Code #

67 I had one at home so I could find the time to gain some expertise on the microcomputer. I feel I'll never have sufficient time at work to accomplish this.

68 There were enough terminals around to make it easy to practice, and set up data files, etc.

71 There were more hours in the day, and fewer everyday tasks to be completed.

203 I didn't fear them.

207 I were in a situation which allowed greater involvement with computers than is likely to be the case in my reference work.

209 I could have a Lisa. Only the $10,000.00 are missing.

211 I didn't have to finish this questionnaire.

212 None--no comment.

214 I could design them.

215 Knew more about them, and could take the time to get more involved.

216 I could start my life over again!

221 I had been able to go to a high school with a budget rather than one known only for discipline.

224 They work.

226 I could try microcomputers on ALL aspects of my work!

228 We had better microcomputers.

232 Since I know absolutely nothing about microcomputers, it would be impossible for me to finish that sentence.

235 They could make it worth my while to learn and completely teach it, make it useful in my job, I would be more enthused.

238 I had time to learn about computers during the work hours, it would be of benefit to the library in any way they might choose to utilize my knowledge.

Question:

12. (Continued)

Code #

242 I knew more about it, I would feel better about myself, because who knows when someone might need your help. It's good to know.

243 I already knew everything there is to know about computers.

245 They could relieve the workload on the brain as mechanized plowing has done for the physical body.

246 Nothing comes to mind.

247 There weren't so much conflicting information.

248 There were advancement in the University for this time and effort.

249 I would rather know more about ancient history, philosophy, or economics than about computers.

251 I could afford them.

253 I had one two or three years ago.

255 I had my own personal computer.

258 I knew more about the computer world.

259 This task is totally beyond my... (Writing not clear)

264 I had taken the time and classes to learn more about them.

274 I had more time to develop my skills and understanding of programming logic.

277 They weren't bad for your health (eyestrain, etc.), and that we didn't have to use them to the extent of health risks.

279 I had the resources I would start a computer business of my own!

902 There were more seminar courses offered by WSU Library System.

905 I could do it at home.

Question:

12. When you think of micro computers and learning about them, what comes to your mind to finish the following sentence: "If only..."?

CATEGORIES	CODE NUMBERS OF RESPONDENTS WITHIN THESE CATEGORIES	FREQUENCY	PER CENT
Miscellaneous comments	17*,18*,22*,23*,31,40*,52*, 53*,54,65*,203*,211,212, 224,228,232,245*,246,247, 248*,249,259,277*,279	24	28
I could learn more (e.g., keep up by learning basics; or learning ALL there is to know about computers)	11,13,24,26,27,33,34,37, 41*,43,58,64,242*,243,258	15	17
More seminar courses were offered/micro computers were available in all units (to allow for greater availability of training at work)	15,19,21,29,42*,51*,57, 62*,63,67*,68,902,238	13	15
Could afford the training (cost in terms of time and money)	3,7,20,30,35*,39,44,46, 71,215,274	11	13
I could afford to own one	28,38*,47*,55,59,905,209, 251,253,255	10	12
My work department were computerized/ had the opportunity to put computer knowledge to use	2,12,45,49,60*,207,226, 235*	8	9
This were possible when I was going to school	14,48,221	3	3
I had taken more computer courses/ I had majored in computer science	16,216,264	3	3
	TOTAL	87	100

Out of a total of 113 responses to the Micro Computer Questionnaire, 87 persons responded to this question.

Question:

14. If you have any other thoughts, comments, observations or questions about microcomputers please write them here.

Code #

6 My husband and I have discussed buying our own home computer.

7 The technology is changing so fast--who can evaluate the amazing options and variety of products? We must use micros to replace files not to supplement them. We have too many places to look now!

9 We seem to -----

11 How will the Apple System be used in the Library System? How compatible is the Apple System to the other systems currently in use at WSU?

12 If the microcomputer is to be the equivalent in comparing to the typewriter, ready accessibility without scheduling and traveling is important.

19 Wherever equipment is available, training must be more intensive to: 1) utilize capabilities of equipment and 2) familiarize personnel with new techniques.

22 Although I see the value of computers to libraries and life, I wish that the number of jobs would not be decreased by their use, and that society and work would not become less personalized.

28 Computers have a staggering potential to influence Americans' learning (in years to come), but this potential will remain unrealized as long as most of us continue to grow up with the DOGMA of ignorance pounded into our brains.

36 Why are they so important that this study is being done?

39 PC's are fine, but the need for larger systems such as MTS are often very necessary and should also be learned. It's not that hard to learn, and programming is not necessary for many applications.

40 They are O.K.; they do have their advantages. They are the future, but let us not forget about people; i.e. human beings (machines replacing people); they must work together.

42 If we begin moving toward a situation in which library users will be able to directly access staff-developed programmed information systems, we will have to consider the placement of public terminals. Can micros be used to access remote systems by telecommunication, and will remote users ever be able to communicate with the library, also by telecommunication?

Question:

14. (Continued)

Code #

47 I work for Government Document Department, and I think we should have a system for our department.

55 Will the brief sessions presented by the library provide enough training for me to be: 1) aware of the applications of micros and 2) able to operate one?

65 For all my oft snide comments, I have been urging my friends to get a good home computer for their kids as an investment for their future careers.

207 Too bad that writers of manuals on computers and data base searching are not a little more literate.

209 After my problems with Merrill Lynch, I find it very easy to put an error in the computer, but it is now almost a week and Merrill Lynch has not straightened out the problem. I feel it is easy to input, but very difficult for mistakes to be corrected.

235 I'm wondering if we will ever catch up to the other universities with their computerized system and if staff will be laid off on account of it. Also, I'm hoping they have proper projection when it comes to planning.

245 Anything that can relieve the mind or body of stress is always welcomed by society.

248 In my department, for instance, we have a LA who will be taking the Osborne trainig--who to this date hasn't made the SLIGHTEST effort to operate the Wang. Even the older terminal used for overdues--she can hardly operate. Why should she be the one to take the training classes if she cannot operate the ones that are already here! Obviously, this Apple II training class would not help me in any advancement, even though I trained myself (through trial and error) to fully operate the Wang and IBM terminals on the 6th floor.

251 I wouldn't mind learning the computer if it meant I could perform the duties at the new library, i.e. OVERDUES, RESERVES, OCLC. At home, it would be tremendous for inventory and other personal accounts.

253 Most initial uses will not be cost effective.

277 Their exactness is fascinating.

Question:
14. Do you have any additional comments?

CATEGORIES	CODE NUMBERS OF RESPONDENTS WITHIN THESE CATEGORIES	FREQUENCY	PER CENT
Positive response to computerization & training; (e.g. would like more computerization to facilitate work; more intensive training)	7,12,19,39,47,55,245,277	8	36
Miscellaneous	28*,36*,207*,209*,248*, 251*,253*	7	32
Would like more computerization, but concerned about proper planning & possible layoffs	22,40,235	3	14
Good idea to buy home computer, investment for future careers	6,65*	2	9
Concerned about compatibility of Apple with other systems at WSJ	11,42	2	9
	TOTAL	22	100

Out of a total of 113 responses to the Micro Computer Questionnaire, 22 persons responded to this item. However, some persons made additional comments throughout the questionnaire (see Additional Comments and Other Responses located at the end of Appendix C).

'MICRO COMPUTER TRAINING'

ADDITIONAL RESPONSES AND OTHER COMMENTS

QUESTIONNAIRE 65

Dear Ruth & Dr. Bob:

Since I know you and love you, I have decided to answer this as honestly as I can and let the chips fall where they may.

But I must observe that only an ANONYMOUS questionnaire can really be kept confidential. At WSUL in the early '70s, WSUL librarians experienced a traumatic failure in the maintenance of confidentiality when some responded to a questionnaire on the library's management/organization/personnel problems (for a Ph.D. thesis study then in progress). The failure in that instance was of such a nature that some senior staff here will never forget, never forgive, and never fully cooperate in any questionnaire which plumbs an individual's feelings, perceptions, true opinions, or personal conclusions because, in THAT instance, their responses were revealed with identifications to certain persons who used these responses in a psychological threatening manner. It was really sad, and the aftermath lingers on, sad to say.

PART I

QUESTION 2:

"Have not had any programming courses, but have 3 hrs. Grad credit in Library Applications of Computers. The course, taught by Glyn Thomas Evans (now at SUNY) surveyed systems analysis, various computer applications in use or being developed in various libraries and research facilities in U.S. & Gt. Brit. (Monsanto Corp., St. Louis Med. Center & OCLC were examined in detail), and discussions of personnel training, the basic concepts of computer"workings", summaries of the major "languages", etc. It has been an excellent base for understanding & should be a required lib. sci. course. However, I am "math blind" and the math aspects of the languages scared me off-- programming, therefore, has a fearful side for me."

QUESTION 4:

"I detest video games--especially since most are "play"(?) war games and are passive psychological conditioning to acceptance of violence and destruction. The "arcade" type are also noisy and I have stopped going to 2 restaurants because of the monsters-- why have indigestion? If accepting video games is a requirement for using computers, FORGET IT! (Item 2 additional response-- "I live alone.")

QUESTION 5:

"I expect that some of my extended family may be into this-- I do not know-- or care. My parental 'home' is interested in music, art, architecture, literature, and current affairs-- and occasionally a good ball game, golf match, tennis match or such on TV. We aren't 'into' 'soaps', TV games, etc., & have too much else to do."

'MICRO COMPUTER TRAINING'

ADDITIONAL RESPONSES AND OTHER COMMENTS

QUESTIONNAIRE 65

PART I

QUESTION 6 "Personally, I wish you had used '0' for 'Not at all'-- I wish it very much & am tempted strongly to add it!

QUESTION 7a "Can't escape it-- I'm too young to retire! So, I will attempt to learn as much as possible to assist in developing an in-house on-line authority control file."

QUESTION 9 "Whether, despite my lack of arithmetical/mathematical aptitude, I can absorb enough of the programming to use it competently. Also, it seems advisable to learn the jargon, etc., to follow what is happening around us. I have seen computerization imposed on systems/people precipitously and am well aware of the tangible and intangible costs of 'picking up the pieces'. Perceptive planning is very badly needed and often absent. For example, my credit union is pushing me toward getting a lawyer & suing-- because of the mindlessness & jackassaninity caused by their computerization."

QUESTION 10 "I would like to actively participate in the development of an on-line, in-house Authority Control System-- and to push for one which can be used sydectically in bibl. record control in any future on-line catalog at WSUL. The computer should not be applied blindly and injudiciously. It can be an exceptionally useful tool when applications are well planned and quality control is mandatory."

PART II

"...The truth, the whole truth, and nothing but the truth, so help me God."

Item 6 "What! Water, food, clothing, shelter & health are way ahead of it!"

Item 12 "I am unable to answer this question with total honesty-- the wording is too vague.

I am not afraid of computers-- they are only a pile of metal & plastic & rubber.

I AM afraid of misuses of computers by certain people or groups:

1. Violation of privacy-- computers used by IRS, Visa, banks, FBI, etc., can now 'talk to each other'. (MOREOVER, 2 college students tapped into the Dept. of Defense computer data!) There are those whose competence & cleverness is not accompanied by an ethical standard acceptable to me. The political implications are appalling, when one accepts this reality and I am troubled by the possibility of misuse.

'MICRO COMPUTER TRAINING'

ADDITIONAL RESPONSES AND OTHER COMMENTS

QUESTIONNAIRE 65

Item 12 continued

2. Actual experience throughout my life has demonstrated to me that the computer can be used as an excuse for mindlessness and a lack of simple humanness. Many of those between an individual and the data base have insufficient knowledge/training/perception/etc., and the result is a 'robot-izing' that I eschew.

3. Carrying this to a further concern, it is regrettable probability that the 'electronic brain' will, too often by too many, become a substitute for the 'human brain' instead of a complement to it. (Slavery can be subtle, folks) I see this occurring even in librarianship."

Item 13 "I have no children."
Item 14 "-- about computers that is, and I think there are MANY other things in life."
Item 16 OTHER "I want to know enough to fight back when 'computers' (i.e. programmers, etc.) at banks, VISA, supermarket cash registers, telephone company, etc., etc., etc., misbill me or otherwise foul up my life."

QUESTION 12 "mankind were really civilized they'd be great-- unfortunately, we are not very civilized, so computers often are misused."

QUESTION 14 "For all my oft snide comments, I have been urging my friends to get a <u>good</u> home computer for their kids as an investment for their future careers."

'MICRO COMPUTER TRAINING'

ADDITIONAL RESPONSES AND OTHER COMMENTS

QUESTIONNAIRE 212

"I believe we are in a very interesting stage in the business world today having the computers, etc., and I'm all for it. I like the idea of learning new ways of doing my work. The fact that I do not care to use the Apple and others of its kind is because of T I M E. Presently at work I am busy with terminals making payments of invoices and the other part of my work which includes a variety, keep me very busy.

Granted, if my age were 25 I probably would make the time because I would use the machines in other offices or here at WSU perhaps in a few years; but then, I'm not 25.

I do not see where I could use the micro computers in my present job which is another reason why I am not taking the lessons.

I think you have the impression I do not care for the Wang terminals. Just because there is more work than before in our department because of Wang, doesn't mean I don't care for it. There are many, many good points to it and I think it's exciting all the way around. IF WE HAD MORE STAFF I do not think I would object to the extra time it takes to pay bills. Hopefully, one day soon we can at least rid ourselves of the vouchering paperwork part."

'MICRO COMPUTER TRAINING'

ADDITIONAL RESPONSES AND OTHER COMMENTS

QUESTIONNAIRE 224
2-3-83

Dear Ruth,

I'm sorry if my non-reply added to any problem-- it's just that I thought that since I wasn't interested it would be fairer not to include my comments.

I don't have anything against computers; to me they are just another machine or tool to be used. I'd be glad to give almost anyone, any information about what I do that would help the Library.

MICRO COMPUTER QUESTIONNAIRE

ADDITIONAL COMMENTS

Part II OTHER (please list) "When you think of yourself..."	RESPONSE
Just curious with an eye toward application. Also to quell some self-consciousness because of a lack of knowledge.	---
To better understand other uses of computers; i.e., banking	4
I do not like to be ignorant of something so much a part of society	4
I want to know how much can actually be taught and learned in 4 hours, and if it's worth going further on my own.	---
I'm curious, and like sophisticated toys.	5
This is the area I want to be involved with, whether in a library or not.	5
Interest in computers & mass communications.	4
As a supervisor, I should know what's possible for better, more efficient, operations.	1
Interest in computers as they will influence the learning of future generations of school children.	4
I simply find them fascinating, quite apart from any application.	5
Personal creative projects	4
I want to know what everyone is talking about.	---
My answer to this was explained in question #8 page 3-- the class was too crowded and there was not a computer available for me. I felt that I could not learn as much without a computer.	---

MICRO COMPUTER QUESTIONNAIRE

ADDITIONAL COMMENTS

THE NUMBER IN PARENTHESES REFERS TO THE QUESTIONNAIRE ITEM IN THIS SECTION.

Part II "When you think of yourself and computers, circle the number which best describes the extent..."

ITEM		RESPONSE
(2)	HA! HA!	1
(2)	I work at the service desk-- special reserve.	3
(2) (4) (5) (10)	At this point in time I feel that it is very near impossible to get a promotion in the Library system by learning about micro computers. Maybe one day it will be possible to get a promotion in the Library system by having knowledge of micro computers. Also I really don't see myself staying in the Library system for the rest of my employment at Wayne State. I can see this knowledge helping me more on another job outside the Library system.	This comment made by one person
	I feel we need computers, but I think it is a waste of money to buy the cheap ones to learn on and invest in higher priced and better ones later when we have learned enough about computers. What is the problem with training people to use them, once and for all?	
(4)	?	
(4)	Will create new work	
(4)	I'm under the impression that these are two separate budgets. (2 responses like this)	1
(6)	See Detroit Free Press 9/28 article	5
(8)	The first part of the sentence I agree with; however I do not agree with the second part.	
(9)	These are two questions.	
(9) (10)	Can't answer as written	This comment made by one person
(11)	2-part sentence-- agree with the first part, not with second, so can't respond	
(13)	No children-- (6 responses like this)	
(14)	?	
(15)	True, but I'm not about to waste time here to do so!	
(15)	Very interesting, but cannot afford a home computer at this time.	1

APPENDIX D

Crosstabulations

and

List of Variables Recoded During This Procedure

a88

Before performing crosstabulations, categories were recoded resulting in the following:

Variable	Code	Category
How Far Person Lives From WSU	1	1 mile or less
	2, 3	2 - 10 miles
	4, 5	11 - 20 miles
	6, 7	21 miles and over
Chief Mode of Transportation	1, 6	Car; Car and Bus
	2, 3, 4	Car Pool/Train/Bus
	5	Other (Walking, (Jogging)
Highest Educational Diploma/ Degree	1	High School
	2, 5	Community College/ Vocational School
	3, 4	College/University
Respondent's Age	1, 2	30 and under
	3	31 - 40
	4	41 - 50
	5, 6, 7	51 and over

The following variables were recoded so that "extremely applicable" also includes persons who feel the statements are "Very Applicable," and the category "Not At All" includes persons who feel the statements are "Slightly Applicable":

Desire to Learn
Believe Will Help with Present Job
Promotion in the Library System
New Job Outside the Library System
Afraid of Computers!
Ten Dollar Fee Too Much!

The Missing Values' Option was used while performing the crosstabulations.

```
 Log on at 13:27:12 on 04-14-83
#$run *spss 5=interes2 8=micro
#Execution begins
 1SPSS BATCH SYSTEM                                                                    04/14/83       PAGE    1

 MTS/SPSS, VERSION H, RELEASE 8.1, FEBRUARY 1, 1982
                        CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
  ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)       ORDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                           SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)           KEYWORDS: THE SPSS INC. NEWSLETTER
                           SPSS POCKET GUIDE, RELEASE 9
                           SPSS PRIMER (BRIEF INTRO TO SPSS)
 -DEFAULT SPACE ALLOCATION..      ALLOWS FOR..    102 TRANSFORMATIONS
  WORKSPACE     71680 BYTES                      409 RECODE VALUES + LAG VARIABLES
  TRANSPACE     10240 BYTES                     1641 IF/COMPUTE OPERATIONS

                    1 run name       interes2
                    2 file name      Demographic and Interest Correlations
                    3 data list      fixed(2)/ 1 apply 48,
                    4                helpful,
                    5                promote,
                    6                newjob,
                    7                layoffs,
                    8                budget,
                    9                survival,
                   10                notime,
                   11                fad,
                   12                noneed,
                   13                feecost,
                   14                eager,
                   15                afraid,
                   16                mychild,
                   17                children,
                   18                homeuse 50-64,
                   19                unit,
                   20                distance,
                   21                transpor,
                   22                degree,
                   23                MSLibSci,
                   24                Sex,
                   25                Age 70-76
 OTHE DATA LIST PROVIDES FOR  23 VARIABLES AND  2 RECORDS ('CARDS') PER CASE. A MAXIMUM OF   76 COLUMNS ARE USED ON A RECORD.

  LIST OF THE CONSTRUCTED FORMAT STATEMENT..
         (47X,F1.0,1X,15F1.0,5X,7F1.0/)

                   26 subfile list   first(77) second(36)
                   27 input medium   disk
                   28 RECODE          HELPFUL to HOMEUSE(2 = 1) (4 = 5)/
                   29                Distance(2 = 3) (4 = 5) (6 = 7)/
                   30                Transpor(6 = 1) (3,4 = 2)/
                   31                Degree(3 = 4) (5 = 2)/
                   32                Age(1 = 2) (6,7 = 5)/
                   33 var labels     apply, Did person apply to take Apple training?/
                   34                helpful, believe will help with present job/
 1interes2                                                                             04/14/83       PAGE    2

                   35                promote, promotion in library system/
                   36                newjob, new job outside library system/
                   37                layoffs, shouldn't buy computers/
                   38                budget, computers more cost-efficient?/
```

```
                    survival, computer literacy is necessary!/
                    notime, interested--but no time to learn/
                    fad, not interested--computers are a fad/
                    noneed, already have computer knowledge/
                    feecost, ten dollar fee too much!/
                    eager, desire to learn/
                    afraid, afraid of computers!/
                    mychild, keep up--my children are learning/
                    children, children soon to know more than I/
                    homeuse, computer helpful at home/
                    unit, library unit/
                    Distance, How far person lives from WSU/
                    Transpor, Chief mode of transpor to & from work/
                    Degree, Highest Educational Diploma or Degree/
                    MSLibSci, Person has Master's of Library Science?/
                    Sex, Respondent's Sex/
                    Age, Respondent's Age/
value labels        apply (1) yes (2) no (9) no response/
                    helpful to homeuse
                    (5) extremely applicable
                    (4) very applicable
                    (3) middle-of-the-road
                    (2) slightly applicable
                    (1) not at all
                    (9) no response/
                    Unit (0) Pharmacy
                         (1) Administration
                         (2) Education
                         (3) Law
                         (4) Medicine
                         (5) Purdy
                         (6) Tech.   Service
                         (7) Science
                         (8) Library Sch Faculty/
                    Distance
                         (1) 1 mile or less
                         (2) 2 to 5 miles
                         (3) 6 to 10 miles
                         (4) 11 to 15 miles
                         (5)16 to 20 miles
                         (6) 21 to 25 miles
                         (7) over 25 miles/
                    Transpor
                         (1) Car
                         (2) Car Pool
                         (3) Train
                         (4) Bus
                         (5) Other
                         (6) Bus & Car/
```



```
                    Degree
                         (1) High school
                         (2) Community College
                         (3) College
                         (4) University
                         (5) Vocational Sch./
                    MSLibSci
                         (1) Yes--has MSLibSci
                         (2) No MSLibSci Degree/
```

```
                97                  Sex (1) Male (2) Female/
                98                  Age
                99                       (1) Under 20
               100                       (2) 21-30
               101                       (3) 31-40
               102                       (4) 41-50
               103                       (5) 51-60
               104                       (6) 61-65
               105                       (7) Over 65
               106 missing values  Apply to Newjob, Feecost to Afraid (9)/
               107                 Unit (8,9)/
               108                 Distance to Age (9)/
               109 run subfiles    all
               110 crosstabs       Tables = Apply,eager by distance to age/
               111                          Feecost by age, sex, degree/
               112                          Helpful to newjob by age/
               113                               Eager by Afraid/
               114 STATISTICS      1
               115 OPTIONS         8

***** GIVEN WORKSPACE ALLOWS FOR  3982 CELLS,  3982 TABLES WITH     2 DIMENSIONS FOR CROSSTAB PROBLEM *****

               116 read input data
1interes2                                                          04/14/83        PAGE    4

 FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
 SUBFILE   FIRST       SECOND
0* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
    APPLY     Did person apply to take Apple training?    BY  DISTANCE  How far person lives from WSU
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1


                  DISTANCE
           COUNT  I
           ROW PCT I1 mile o 6 to 10  16 to 20 over 25    ROW
           COL PCT Ir less   miles      miles    miles     TOTAL
           TOT PCT I     1.I      3.I      5.I      7.I
APPLY      --------I--------I--------I--------I--------I
              1.   I     6  I    28  I    34  I    11  I    79
                   I   7.6  I  35.4  I  43.0  I  13.9  I  70.5
   yes             I  50.0  I  65.1  I  75.6  I  91.7  I
                   I   5.4  I  25.0  I  30.4  I   9.8  I
                  -I--------I--------I--------I--------I
              2.   I     6  I    15  I    11  I     1  I    33
                   I  18.2  I  45.5  I  33.3  I   3.0  I  29.5
   no              I  50.0  I  34.9  I  24.4  I   8.3  I
                   I   5.4  I  13.4  I   9.8  I   0.9  I
                  -I--------I--------I--------I--------I
           COLUMN      12       43       45       12      112
            TOTAL    10.7     38.4     40.2     10.7    100.0

    2 OUT OF     8 ( 25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY =  3.536
 CHI SQUARE =     6.16646 WITH   3 DEGREES OF FREEDOM   SIGNIFICANCE =  0.1038
0NUMBER OF MISSING OBSERVATIONS =       1
1interes2                                                          04/14/83        PAGE    5

 FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
 SUBFILE   FIRST       SECOND
```

O* C R O S S T A B U L A T I O N O F *
APPLY Did person apply to take Apple training? BY TRANSPOR Chief mode of transpor to & from work
* PAGE 1 OF

	TRANSPOR			
COUNT / ROW PCT / COL PCT / TOT PCT	Car 1.1	Car Pool 2.1	Other 3.1	ROW TOTAL
APPLY				
1. yes	58	14	7	79
	73.4	17.7	8.9	70.5
	76.3	58.3	58.3	
	51.8	12.5	6.3	
2. no	18	10	5	33
	54.5	30.3	15.2	29.5
	23.7	41.7	41.7	
	16.1	8.9	4.5	
COLUMN TOTAL	76	24	12	112
	67.9	21.4	10.7	100.0

1 OUT OF 6 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 3.536
CHI SQUARE = 3.80093 WITH 2 DEGREES OF FREEDOM SIGNIFICANCE = 0.1495
ONUMBER OF MISSING OBSERVATIONS = 1
!interes2 04/14/83 PAGE 6

FILE DEMOGRAP (CREATION DATE = 04/14/83) and Interest Correlations
SUBFILE FIRST SECOND
O* C R O S S T A B U L A T I O N O F *
APPLY Did person apply to take Apple training? BY DEGREE Highest Educational Diploma or Degree
* PAGE 1 OF

	DEGREE			
COUNT / ROW PCT / COL PCT / TOT PCT	High sch ool 1.1	Communit y colleg 2.1	Universi ty 4.1	ROW TOTAL
APPLY				
1. yes	18	7	52	77
	23.4	9.1	67.5	70.6
	69.2	87.5	69.3	
	16.5	6.4	47.7	
2. no	8	1	23	32
	25.0	3.1	71.9	29.4
	30.8	12.5	30.7	
	7.3	0.9	21.1	
COLUMN TOTAL	26	8	75	109
	23.9	7.3	68.8	100.0

1 OUT OF 6 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.349
CHI SQUARE = 1.18316 WITH 2 DEGREES OF FREEDOM SIGNIFICANCE = 0.5535
ONUMBER OF MISSING OBSERVATIONS = 4
!interes2 04/14/83 PAGE 7

FILE DEMOGRAP (CREATION DATE = 04/14/83) and Interest Correlations
SUBFILE FIRST SECOND

0* * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * * *
APPLY Did person apply to take Apple training? BY MSLIBSCI Person has Master's of Library Science?
* PAGE 1 OF 1

	MSLIBSCI		
COUNT / ROW PCT / COL PCT / TOT PCT	1.Yes--has MSLibSc Sci Degr	2.No MSLib	ROW TOTAL
APPLY			
1. yes	33	44	77
	42.9	57.1	70.6
	80.5	64.7	
	30.3	40.4	
2. no	8	24	32
	25.0	75.0	29.4
	19.5	35.3	
	7.3	22.0	
COLUMN TOTAL	41 / 37.6	68 / 62.4	109 / 100.0

CORRECTED CHI SQUARE = 2.35799 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.1246
RAW CHI SQUARE = 3.07183 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.0797
0NUMBER OF MISSING OBSERVATIONS = 4

FILE DEMOGRAP (CREATION DATE = 04/14/83) and Interest Correlations
SUBFILE FIRST SECOND

0* * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * * *
APPLY Did person apply to take Apple training? BY SEX Respondent's Sex
* PAGE 1 OF 1

	SEX		
COUNT / ROW PCT / COL PCT / TOT PCT	1.Male	Female	ROW TOTAL
APPLY			
1. yes	18	59	77
	23.4	76.6	70.6
	66.7	72.0	
	16.5	54.1	
2. no	9	23	32
	28.1	71.9	29.4
	33.3	28.0	
	8.3	21.1	
COLUMN TOTAL	27 / 24.8	82 / 75.2	109 / 100.0

CORRECTED CHI SQUARE = 0.07805 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.7800
RAW CHI SQUARE = 0.27351 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.6010
0NUMBER OF MISSING OBSERVATIONS = 4

FILE DEMOGRAP (CREATION DATE = 04/14/83) and Interest Correlations
SUBFILE FIRST SECOND

O* * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F *
APPLY Did person apply to take Apple training? BY AGE Respondent's Age
* PAGE 1 OF 1

	AGE				
COUNT / ROW PCT / COL PCT / TOT PCT	1 21-30	31-40	41-50	51-60	ROW TOTAL
	2.I	3.I	4.I	5.I	
APPLY					
1.	28	21	8	20	77
yes	36.4	27.3	10.4	26.0	70.6
	68.3	72.4	61.5	76.9	
	25.7	19.3	7.3	18.3	
2.	13	8	5	6	32
no	40.6	25.0	15.6	18.8	29.4
	31.7	27.6	38.5	23.1	
	11.9	7.3	4.6	5.5	
COLUMN TOTAL	41 37.6	29 26.6	13 11.9	26 23.8	109 100.0

1 OUT OF 8 (12.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 3.817
CHI SQUARE = 1.16710 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = 0.7609
ONUMBER OF MISSING OBSERVATIONS = 4
1interes2 04/14/83 PAGE 10

FILE DEMOGRAP (CREATION DATE = 04/14/83) and Interest Correlations
SUBFILE FIRST SECOND

O* * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F *
EAGER desire to learn BY DISTANCE How far person lives from WSU
* PAGE 1 OF 1

	DISTANCE				
COUNT / ROW PCT / COL PCT / TOT PCT	1 1 mile o 6 to 10	16 to 20	over 25		ROW TOTAL
	r less miles	miles	miles		
	1.I	3.I	5.I	7.I	
EAGER					
1.	2	7	6	1	16
not at all	12.5	43.8	37.5	6.3	14.4
	16.7	15.9	13.6	9.1	
	1.8	6.3	5.4	0.9	
3.	2	8	9	3	22
middle-of-the-ro	9.1	36.4	40.9	13.6	19.8
	16.7	18.2	20.5	27.3	
	1.8	7.2	8.1	2.7	
5.	8	29	29	7	73
extremely applic	11.0	39.7	39.7	9.6	65.8
	66.7	65.9	65.9	63.6	
	7.2	26.1	26.1	6.3	
COLUMN TOTAL	12 10.8	44 39.6	44 39.6	11 9.9	111 100.0

```
    4 OUT OF     12 ( 33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY =  1.586
 CHI SQUARE =      0.79149 WITH    6 DEGREES OF FREEDOM   SIGNIFICANCE =  0.9923
ONUMBER OF MISSING OBSERVATIONS =       2
!interes2                                                          04/14/83        PAGE   11

 FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
 SUBFILE   FIRST       SECOND
O* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
     EAGER      desire to learn                                  BY  TRANSPOR  Chief mode of transpor to & from work
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    TRANSPOR
              COUNT  I
              ROW PCT ICar       Car Pool Other       ROW
              COL PCT I                               TOTAL
              TOT PCT I      1.I       2.I       3.I
 EAGER        --------I--------I--------I--------I
                   1.  I    12  I     2  I     2  I    16
   not at all          I  75.0  I  12.5  I  12.5  I  14.4
                       I  15.6  I   8.7  I  18.2  I
                       I  10.8  I   1.8  I   1.8  I
                      -I--------I--------I--------I
                   3.  I    12  I     9  I     1  I    22
   middle-of-the-ro    I  54.5  I  40.9  I   4.5  I  19.8
                       I  15.6  I  39.1  I   9.1  I
                       I  10.8  I   8.1  I   0.9  I
                      -I--------I--------I--------I
                   5.  I    53  I    12  I     8  I    73
   extremely applic    I  72.6  I  16.4  I  11.0  I  65.8
                       I  68.8  I  52.2  I  72.7  I
                       I  47.7  I  10.8  I   7.2  I
                      -I--------I--------I--------I
              COLUMN        77        23        11       111
               TOTAL      69.4      20.7       9.9     100.0

    4 OUT OF      9 ( 44.4%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY =  1.586
 CHI SQUARE =      7.20354 WITH    4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.1255
ONUMBER OF MISSING OBSERVATIONS =       2
!interes2                                                          04/14/83        PAGE   12

 FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
 SUBFILE   FIRST       SECOND
O* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
     EAGER      desire to learn                                  BY  DEGREE    Highest Educational Diploma or Degree
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    DEGREE
              COUNT  I
              ROW PCT IHigh sch Communit Universi   ROW
              COL PCT Iool       y Colleg ty        TOTAL
              TOT PCT I      1.I       2.I       4.I
 EAGER        --------I--------I--------I--------I
                   1.  I     3  I     0  I    13  I    16
   not at all          I  18.8  I   0.0  I  81.3  I  14.8
                       I  12.0  I   0.0  I  17.3  I
                       I   2.8  I   0.0  I  12.0  I
                      -I--------I--------I--------I
```

3.	5	1	15	21
middle-of-the-ro	23.8	4.8	71.4	19.4
	20.0	12.5	20.0	
	4.6	0.9	13.9	
5.	17	7	47	71
extremely applic	23.9	9.9	66.2	65.7
	68.0	87.5	62.7	
	15.7	6.5	43.5	
COLUMN TOTAL	25 23.1	8 7.4	75 69.4	108 100.0

4 OUT OF 9 (44.4%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.185
CHI SQUARE = 2.55766 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = 0.6343
ONUMBER OF MISSING OBSERVATIONS = 5

FILE DEMOGRAP (CREATION DATE = 04/14/83) and Interest Correlations
SUBFILE FIRST SECOND
O* CROSSTABULATION OF
EAGER desire to learn BY MSLIBSCI Person has Master's of Library Science?
PAGE 1 OF 1

MSLIBSCI

	Yes--has MSLibSc	No MSLib Sci Degr	ROW TOTAL
EAGER			
1.	8	8	16
not at all	50.0	50.0	14.8
	19.5	11.9	
	7.4	7.4	
3.	7	14	21
middle-of-the-ro	33.3	66.7	19.4
	17.1	20.9	
	6.5	13.0	
5.	26	45	71
extremely applic	36.6	63.4	65.7
	63.4	67.2	
	24.1	41.7	
COLUMN TOTAL	41 38.0	67 62.0	108 100.0

CHI SQUARE = 1.22986 WITH 2 DEGREES OF FREEDOM SIGNIFICANCE = 0.5407
ONUMBER OF MISSING OBSERVATIONS = 5

FILE DEMOGRAP (CREATION DATE = 04/14/83) and Interest Correlations
SUBFILE FIRST SECOND
O* CROSSTABULATION OF
EAGER desire to learn BY SEX Respondent's Sex
PAGE 1 OF 1

SEX

EAGER	COUNT / ROW PCT / COL PCT / TOT PCT	Male (1.)	Female (2.)	ROW TOTAL
1.		8	8	16
not at all		50.0	50.0	14.8
		29.6	9.9	
		7.4	7.4	
3.		7	14	21
middle-of-the-ro		33.3	66.7	19.4
		25.9	17.3	
		6.5	13.0	
5.		12	59	71
extremely applic		16.9	83.1	65.7
		44.4	72.8	
		11.1	54.6	
COLUMN TOTAL		27 25.0	81 75.0	108 100.0

1 OUT OF 6 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 4.000
CHI SQUARE = 8.59468 WITH 2 DEGREES OF FREEDOM SIGNIFICANCE = 0.0136
ONUMBER OF MISSING OBSERVATIONS = 5

FILE DEMOGRAP (CREATION DATE = 04/14/83) and Interest Correlations
SUBFILE FIRST SECOND
O* C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * *
EAGER desire to learn BY AGE Respondent's Age
* PAGE 1 OF 1

EAGER	COUNT / ROW PCT / COL PCT / TOT PCT	AGE 21-30	31-40	41-50	51-60.	ROW TOTAL
1.		4	3	4	5	16
not at all		25.0	18.8	25.0	31.3	14.8
		10.0	10.0	30.8	20.0	
		3.7	2.8	3.7	4.6	
3.		6	7	2	6	21
middle-of-the-ro		28.6	33.3	9.5	28.6	19.4
		15.0	23.3	15.4	24.0	
		5.6	6.5	1.9	5.6	
5.		30	20	7	14	71
extremely applic		42.3	28.2	9.9	19.7	65.7
		75.0	66.7	53.8	56.0	
		27.8	18.5	6.5	13.0	
COLUMN TOTAL		40 37.0	30 27.8	13 12.0	25 23.1	108 100.0

5 OUT OF 12 (41.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

```
 MINIMUM EXPECTED CELL FREQUENCY = 1.926
 CHI SQUARE =     5.96554 WITH   6 DEGREES OF FREEDOM   SIGNIFICANCE = 0.4271
ONUMBER OF MISSING OBSERVATIONS =       5
!interes2                                                    04/14/83        PAGE   16

 FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
 SUBFILE   FIRST       SECOND
O* * * * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N   O F * * * * * * * * * * * * * * * * * * * *
     FEECOST   ten dollar fee too much!                    BY  AGE      Respondent's Age
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1


                    AGE
             COUNT  I
             ROW PCT I21-30     31-40     41-50     51-60      ROW
             COL PCT I                                       TOTAL
             TOT PCT I      2.I       3.I       4.I       5.I
 FEECOST     --------I---------I---------I---------I---------I
               1.    I    30   I    27   I    10   I    19   I    86
   not at all        I  34.9   I  31.4   I  11.6   I  22.1   I  81.9
                     I  73.2   I  90.0   I  83.3   I  86.4   I
                     I  28.6   I  25.7   I   9.5   I  18.1   I
                    -I---------I---------I---------I---------I
               3.    I     3   I     1   I     1   I     1   I     6
   middle-of-the-ro  I  50.0   I  16.7   I  16.7   I  16.7   I   5.7
                     I   7.3   I   3.3   I   8.3   I   4.5   I
                     I   2.9   I   1.0   I   1.0   I   1.0   I
                    -I---------I---------I---------I---------I
               5.    I     8   I     2   I     1   I     2   I    13
   extremely applic  I  61.5   I  15.4   I   7.7   I  15.4   I  12.4
                     I  19.5   I   6.7   I   8.3   I   9.1   I
                     I   7.6   I   1.9   I   1.0   I   1.9   I
                    -I---------I---------I---------I---------I
             COLUMN        41        30        12        22       105
              TOTAL      39.0      28.6      11.4      21.0     100.0

     7 OUT OF     12 ( 58.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.686
 CHI SQUARE =     4.18328 WITH   6 DEGREES OF FREEDOM   SIGNIFICANCE = 0.6519
ONUMBER OF MISSING OBSERVATIONS =       8
!interes2                                                    04/14/83        PAGE   17

 FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
 SUBFILE   FIRST       SECOND
O* * * * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N   O F * * * * * * * * * * * * * * * * * * * *
     FEECOST   ten dollar fee too much!                    BY  SEX      Respondent's Sex
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1


                    SEX
             COUNT  I
             ROW PCT IMale      Female     ROW
             COL PCT I                     TOTAL
             TOT PCT I      1.I       2.I
 FEECOST     --------I---------I---------I
               1.    I    19   I    67   I    86
   not at all        I  22.1   I  77.9   I  81.9
                     I  67.9   I  87.0   I
                     I  18.1   I  63.8   I
                    -I---------I---------I
               3.    I     4   I     2   I     6
   middle-of-the-ro  I  66.7   I  33.3   I   5.7
```

```
                    I  14.3  I   2.6  I
                    I   3.8  I   1.9  I
                   -I--------I--------I
              5.    I    5   I    8   I   13
 extremely applic   I  38.5  I  61.5  I  12.4
                    I  17.9  I  10.4  I
                    I   4.8  I   7.6  I
                   -I--------I--------I
          COLUMN        28        77      105
           TOTAL      26.7      73.3    100.0

     3 OUT OF      6 ( 50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY =   1.600
  CHI SQUARE =      6.75384 WITH    2 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0342
ONUMBER OF MISSING OBSERVATIONS =        8
1interes2                                                          04/14/83        PAGE   18

  FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
  SUBFILE   FIRST       SECOND
O* * * * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
     FEECOST   ten dollar fee too much!                    BY  DEGREE    Highest Educational Diploma or Degree
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    DEGREE
           COUNT   I
           ROW PCT IHigh sch Communit Universi   ROW
           COL PCT Iool      y Colleg ty         TOTAL
           TOT PCT I       1.I      2.I      4.I
 FEECOST   --------I--------I--------I--------I
              1.   I    14   I    6   I   66   I   86
  not at all       I  16.3   I   7.0   I  76.7  I  81.9
                   I  60.9   I  75.0   I  89.2  I
                   I  13.3   I   5.7   I  62.9  I
                  -I--------I--------I--------I
              3.   I    3    I    0   I    3   I    6
  middle-of-the-re I  50.0   I   0.0   I  50.0  I   5.7
                   I  13.0   I   0.0   I   4.1  I
                   I   2.9   I   0.0   I   2.9  I
                  -I--------I--------I--------I
              5.   I    6    I    2   I    5   I   13
  extremely applic I  46.2   I  15.4   I  38.5  I  12.4
                   I  26.1   I  25.0   I   6.8  I
                   I   5.7   I   1.9   I   4.8  I
                  -I--------I--------I--------I
          COLUMN        23         8        74      105
           TOTAL      21.9       7.6      70.5    100.0

     5 OUT OF      9 ( 55.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY =   0.457
  CHI SQUARE =     11.15402 WITH    4 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0249
ONUMBER OF MISSING OBSERVATIONS =        8
1interes2                                                          04/14/83        PAGE   19

  FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
  SUBFILE   FIRST       SECOND
O* * * * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
     HELPFUL   believe will help with present job         BY  AGE      Respondent's Age
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    AGE
```

HELPFUL	AGE 1. 21-30	2. 31-40	3. 41-50	4. 51-60	ROW TOTAL
1. not at all	10	7	3	5	25
	40.0	28.0	12.0	20.0	22.7
	24.4	23.3	23.1	19.2	
	9.1	6.4	2.7	4.5	
3. middle-of-the-ro	14	6	4	4	28
	50.0	21.4	14.3	14.3	25.5
	34.1	20.0	30.8	15.4	
	12.7	5.5	3.6	3.6	
5. extremely applic	17	17	6	17	57
	29.8	29.8	10.5	29.8	51.8
	41.5	56.7	46.2	65.4	
	15.5	15.5	5.5	15.5	
COLUMN TOTAL	41 37.3	30 27.3	13 11.8	26 23.6	110 100.0

2 OUT OF 12 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.955
CHI SQUARE = 4.93124 WITH 6 DEGREES OF FREEDOM SIGNIFICANCE = 0.5527
ONUMBER OF MISSING OBSERVATIONS = 3
(interes2 04/14/83 PAGE 30

FILE DEMOGRAP (CREATION DATE = 04/14/83) and Interest Correlations
SUBFILE FIRST SECOND
O* C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * *
PROMOTE promotion in library system BY AGE Respondent's Age
* PAGE 1 OF 1

PROMOTE	AGE 1. 21-30	2. 31-40	3. 41-50	4. 51-60	ROW TOTAL
1. not at all	18	15	7	20	60
	30.0	25.0	11.7	33.3	55.6
	43.9	50.0	58.3	80.0	
	16.7	13.9	6.5	18.5	
3. middle-of-the-ro	13	9	3	2	27
	48.1	33.3	11.1	7.4	25.0
	31.7	30.0	25.0	8.0	
	12.0	8.3	2.8	1.9	
5. extremely applic	10	6	2	3	21
	47.6	28.6	9.5	14.3	19.4
	24.4	20.0	16.7	12.0	
	9.3	5.6	1.9	2.8	
COLUMN TOTAL	41 38.0	30 27.8	12 11.1	25 23.1	108 100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

```
 MINIMUM EXPECTED CELL FREQUENCY = 2.333
 CHI SQUARE =     9.08288 WITH   6 DEGREES OF FREEDOM   SIGNIFICANCE = 0.1690
ONUMBER OF MISSING OBSERVATIONS =       5
finteres2                                                    04/14/83        PAGE   21

 FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
 SUBFILE   FIRST       SECOND
O* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * *
     NEWJOB     new job outside library system                BY  AGE      Respondent's Age
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    AGE
              COUNT  I
              ROW PCT I21-30     31-40     41-50     51-60      ROW
              COL PCT I                                       TOTAL
              TOT PCT I      2.I       3.I       4.I       5.I
 NEWJOB       --------I---------I---------I---------I---------I
                   1.  I     10  I     15  I      8  I     17  I     50
   not at all          I  20.0   I  30.0   I  16.0   I  34.0   I  46.3
                       I  25.0   I  50.0   I  61.5   I  68.0   I
                       I   9.3   I  13.9   I   7.4   I  15.7   I
                      -I---------I---------I---------I---------I
                   3.  I     13  I      9  I      2  I      3  I     27
   middle-of-the-ro    I  48.1   I  33.3   I   7.4   I  11.1   I  25.0
                       I  32.5   I  30.0   I  15.4   I  12.0   I
                       I  12.0   I   8.3   I   1.9   I   2.8   I
                      -I---------I---------I---------I---------I
                   5.  I     17  I      6  I      3  I      5  I     31
   extremely applic    I  54.8   I  19.4   I   9.7   I  16.1   I  28.7
                       I  42.5   I  20.0   I  23.1   I  20.0   I
                       I  15.7   I   5.6   I   2.8   I   4.6   I
                      -I---------I---------I---------I---------I
              COLUMN        40        30        13        25       108
               TOTAL      37.0      27.8      12.0      23.1     100.0

     2 OUT OF      12 ( 16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 3.250
 CHI SQUARE =    14.82160 WITH   6 DEGREES OF FREEDOM   SIGNIFICANCE = 0.0217
ONUMBER OF MISSING OBSERVATIONS =       5
finteres2                                                    04/14/83        PAGE   22

 FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
 SUBFILE   FIRST       SECOND
O* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * *
     EAGER      desire to learn                               BY  AFRAID    afraid of computers!
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                   AFRAID
              COUNT  I
              ROW PCT Inot at a middle-o extremel   ROW
              COL PCT III       f-the-ro y applic  TOTAL
              TOT PCT I      1.I       3.I       5.I
 EAGER        --------I---------I---------I---------I
                   1.  I     13  I      0  I      3  I     16
   not at all          I  81.3   I   0.0   I  18.8   I  14.5
                       I  13.1   I   0.0   I 100.0   I
                       I  11.8   I   0.0   I   2.7   I
                      -I---------I---------I---------I
                   3.  I     21  I      1  I      0  I     22
   middle-of-the-ro    I  95.5   I   4.5   I   0.0   I  20.0
```

```
                    I  21.2  I  12.5  I   0.0  I
                    I  19.1  I   0.9  I   0.0  I
                   -I-------I-------I-------I
                 S. I    65  I     7  I     0  I   72
    extremely applic I  90.3  I   9.7  I   0.0  I  65.5
                    I  65.7  I  87.5  I   0.0  I
                    I  59.1  I   6.4  I   0.0  I
                   -I-------I-------I-------I
              COLUMN      99       8       3     110
               TOTAL    90.0     7.3     2.7   100.0

     5 OUT OF     9 ( 55.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY =  0.436
 CHI SQUARE =     19.81703 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0005
ONUMBER OF MISSING OBSERVATIONS =       3
finteres2                                                          04/14/83       PAGE   23

 FILE   DEMOGRAP (CREATION DATE = 04/14/83)   and Interest Correlations
 SUBFILE    FIRST       SECOND
-* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   I N D E X  * * * * * * * * * * * * * * * * * *

 PAGE            TABLE
 ----            -----

    4     APPLY     BY DISTANCE
    5     APPLY     BY TRANSPOR
    6     APPLY     BY DEGREE
    7     APPLY     BY MSLIBSCI
    8     APPLY     BY SEX
    9     APPLY     BY AGE
   10     EAGER     BY DISTANCE
   11     EAGER     BY TRANSPOR
   12     EAGER     BY DEGREE
   13     EAGER     BY MSLIBSCI
   14     EAGER     BY SEX
   15     EAGER     BY AGE
   16     FEECOST   BY AGE
   17     FEECOST   BY SEX
   18     FEECOST   BY DEGREE
   19     HELPFUL   BY AGE
   20     PROMOTE   BY AGE
   21     NEWJOB    BY AGE
   22     EAGER     BY AFRAID
finteres2                                                          04/14/83       PAGE   24

OTRANSPACE REQUIRED..       452 BYTES
       1 TRANSFORMATIONS
      18 RECODE VALUES + LAG VARIABLES
       0 IF/COMPUTE OPERATIONS
OCPU TIME REQUIRED..     2.80 SECONDS



                 117 finish
O          NORMAL END OF JOB.
             117 CONTROL CARDS WERE PROCESSED.
               0 ERRORS WERE DETECTED.
#Execution terminated
#log stop
```

```
Log on at 10:25:49 on 04-22-83
#$run *spss 5=prevexp 8=micro
#Execution begins
1SPSS BATCH SYSTEM                                                              04/22/83        PAGE    1

 MTS/SPSS, VERSION H, RELEASE 8.1, FEBRUARY 1, 1982
0                    CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
 ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)      ORDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                          SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)         KEYWORDS: THE SPSS INC. NEWSLETTER
                          SPSS POCKET GUIDE, RELEASE 8
                          SPSS PRIMER (BR,EF INTRO TO SPSS)
-DEFAULT SPACE ALLOCATION:      ALLOWS FOR:    102 TRANSFORMATIONS
  WORKSPACE     71680 BYTES                   409 RECODE VALUES + LAG VARIABLES
  TRANSPACE     10240 BYTES                  1641 IF/COMPUTE OPERATIONS

                    1 RUN NAME        PREVEXP
                    2 File Name       Correlations--PREVIOUS COMPUTER EXPERIENCE
                    3 data list       fixed(2)/1
                    4                 CompExp 5,
                    5                 Afraid 61,
                    6                 Sex 75
0THE DATA LIST PROVIDES FOR   3 VARIABLES AND  2 RECORDS ('CARDS') PER CASE. A MAXIMUM OF   75 COLUMNS ARE USED ON A RECORD.

 LIST OF THE CONSTRUCTED FORMAT STATEMENT:
        (4X,F1.0,55X,F1.0,13X,F1.0/)

                    7 subfile list    first(77) second(36)
                    8 input medium    disk
                    9 RECODE          Afraid(2=1) (4=5)/
                   10 var labels      CompExp, Number of Courses Previously Taken/
                   11                 Afraid, Afraid of Computers/
                   12                 Sex, Respondent's Sex/
                   13 value labels    CompExp
                   14                      (0) none
                   15                      (1) One
                   16                      (2) Two
                   17                      (3) Three
                   18                      (4) Four or More/
                   19                 Afraid
                   20                      (5) Extremely Applicable
                   21                      (4) Very Applicable
                   22                      (3) Middle-of-the-Road
                   23                      (2) Slightly Applicable
                   24                      (1) Not At All
                   25                      (9) No Response/
                   26                 Sex (1) Male (2) Female
                   27 Missing Values  CompExp (9)/
                   28                 Afraid (9)/
                   29                 Sex (9)/
                   30 run subfiles    ALL
                   31 CROSSTABS       Tables = Afraid By CompExp/
                   32                          CompExp By Sex/
                   33 Statistics      1
                   34 Options         9
1PREVEXP                                                                        04/22/83        PAGE    3


 ***** GIVEN WORKSPACE ALLOWS FOR  3982 CELLS,  3982 TABLES WITH     2 DIMENSIONS FOR CROSSTAB PROBLEM *****
```

```
                    35 read input data
1PREVEXP                                                          04/22/83        PAGE    3

 FILE   CORRELAT (CREATION DATE = 04/22/83)    --PREVIOUS COMPUTER EXPERIENCE
 SUBFILE   FIRST      SECOND
0* * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N   O F * * * * * * * * * * * * * * * * * * *
    AFRAID    Afraid of Computers                    BY  COMPEXP   Number of Courses Previously Taken
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    COMPEXP
              COUNT  I
              ROW PCT I None      One       Two       Three     Four or   ROW
              COL PCT I                                       More      TOTAL
              TOT PCT I     0.I       1.I       2.I       3.I       4.I
AFRAID        --------I---------I---------I---------I---------I---------I
            1.        I      63 I      24 I       7 I       2 I       4 I     100
  Not At All          I    63.0 I    24.0 I     7.0 I     2.0 I     4.0 I    90.1
                      I    90.0 I    92.3 I    77.8 I   100.0 I   100.0 I
                      I    56.8 I    21.6 I     6.3 I     1.8 I     3.6 I
                     -I---------I---------I---------I---------I---------I
            3.        I       5 I       2 I       1 I       0 I       0 I       8
  Middle-of-the-Ro    I    62.5 I    25.0 I    12.5 I     0.0 I     0.0 I     7.2
                      I     7.1 I     7.7 I    11.1 I     0.0 I     0.0 I
                      I     4.5 I     1.8 I     0.9 I     0.0 I     0.0 I
                     -I---------I---------I---------I---------I---------I
            5.        I       2 I       0 I       1 I       0 I       0 I       3
  Extremely Applic    I    66.7 I     0.0 I    33.3 I     0.0 I     0.0 I     2.7
                      I     2.9 I     0.0 I    11.1 I     0.0 I     0.0 I
                      I     1.8 I     0.0 I     0.9 I     0.0 I     0.0 I
                     -I---------I---------I---------I---------I---------I
              COLUMN        70        26         9         2         4       111
               TOTAL      63.1      23.4       8.1       1.8       3.6     100.0

    11 OUT OF    15 ( 73.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY =  0.054
 CHI SQUARE =     4.03814 WITH    8 DEGREES OF FREEDOM   SIGNIFICANCE =  0.8481
0NUMBER OF MISSING OBSERVATIONS =        2
1PREVEXP                                                          04/22/83        PAGE    4

 FILE   CORRELAT (CREATION DATE = 04/22/83)    --PREVIOUS COMPUTER EXPERIENCE
 SUBFILE   FIRST      SECOND
0* * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N   O F * * * * * * * * * * * * * * * * * * *
    COMPEXP   Number of Courses Previously Taken          BY  SEX       Respondent's Sex
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    SEX
              COUNT  I
              ROW PCT I Male      Female    ROW
              COL PCT I                     TOTAL
              TOT PCT I     1.I       2.I
COMPEXP       --------I---------I---------I
            0.        I      18 I      52 I      70
  none                I    25.7 I    74.3 I    64.2
                      I    64.3 I    64.2 I
                      I    16.5 I    47.7 I
                     -I---------I---------I
            1.        I       5 I      20 I      25
  One                 I    20.0 I    80.0 I    22.9
                      I    17.9 I    24.7 I
```

```
                    |   4.6   |  18.3   |
                    |---------|---------|
                 3. |      3  |      5  |      8
    Two             |  37.5   |  62.5   |    7.3
                    |  10.7   |   6.2   |
                    |   2.8   |   4.6   |
                    |---------|---------|
                 3. |      1  |      1  |      2
    Three           |  50.0   |  50.0   |    1.8
                    |   3.6   |   1.2   |
                    |   0.9   |   0.9   |
                    |---------|---------|
                 4. |      1  |      3  |      4
    Four or More    |  25.0   |  75.0   |    3.7
                    |   3.6   |   3.7   |
                    |   0.9   |   2.8   |
                    |---------|---------|
            COLUMN        28        81       109
             TOTAL      25.7      74.3     100.0

     5 OUT OF     10 ( 50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY =  0.514
 CHI SQUARE =      1.62872 WITH    4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.8036
ONUMBER OF MISSING OBSERVATIONS =       4
!PREVEXP                                                                    04/22/83        PAGE    5

 FILE   CORRELAT (CREATION DATE = 04/22/83)   --PREVIOUS COMPUTER EXPERIENCE
 SUBFILE   FIRST      SECOND
-* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   I N D E X  * * * * * * * * * * * * * * * *

 PAGE           TABLE
 ----           -----

    3    AFRAID   BY COMPEXP
    4    COMPEXP  BY SEX
!PREVEXP                                                                    04/22/83        PAGE    6

OTRANSPACE REQUIRED..       100 BYTES
       1 TRANSFORMATIONS
       3 RECODE VALUES + LAG VARIABLES
       0 IF/COMPUTE OPERATIONS
OCPU TIME REQUIRED..     0.64 SECONDS



                  36 Finish
0          NORMAL END OF JOB.
             36 CONTROL CARDS WERE PROCESSED.
              0 ERRORS WERE DETECTED.
#Execution terminated
#log stop
```

APPENDIX E

Computer Output
for
Computer/Technological Tool Frequencies

```
 Log on at 08:42:39 on 04-15-83
#$RUN *SPSS 5=TOOLS 8=MICRO
#Execution begins
 1SPSS BATCH SYSTEM                                                                    04/15/83        PAGE     1

  MTS/SPSS, VERSION H, RELEASE 9.1, FEBRUARY 1, 1982
0                          CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
  ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)       ORDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                           SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)           KEYWORDS: THE SPSS INC. NEWSLETTER
                           SPSS POCKET GUIDE, RELEASE 9
                           SPSS PRIMER (BRIEF INTRO TO SPSS)
 -DEFAULT SPACE ALLOCATION..      ALLOWS FOR..    102 TRANSFORMATIONS
  WORKSPACE      71680 BYTES                      409 RECODE VALUES + LAG VARIABLES
  TRANSPACE      10240 BYTES                     1641 IF/COMPUTE OPERATIONS

                     1 run name       tools
                     2 file name      Computing Literacy Frequencies 'Collapsed' Version
                     3 data list      fixed(2)/1
                     4                ULOSSOM1,
                     5                ULOSSOM2,
                     6                RESERVE1,
                     7                RESERVE2,
                     8                OVERDUE1,
                     9                OVERDUE2,
                    10                NONSUCH1,
                    11                NONSUCH2,
                    12                OCLCmon1,
                    13                OCLCmon2,
                    14                OCLCser1,
                    15                OCLCser2,
                    16                OCLCint1,
                    17                OCLCint2,
                    18                DataBas1,
                    19                DataBas2,
                    20                DATA1,
                    21                DATA2,
                    22                Record1,
                    23                Record2,
                    24                MTS1,
                    25                MTS2,
                    26                TEXTFOR1,
                    27                TEXTFOR2,
                    28                Commit1,
                    29                Commit2,
                    30                MemType1,
                    31                MemType2,
                    32                WordPro1
                    33                WordPro2,
                    34                Type1,
                    35                Type2,
                    36                Calc1,
                    37                Calc2 14-47
 0THE DATA LIST PROVIDES FOR  34 VARIABLES AND  2 RECORDS ('CARDS') PER CASE. A MAXIMUM OF   47 COLUMNS ARE USED ON A RECORD.

 1tools                                                                                04/15/83        PAGE     2

  LIST OF THE CONSTRUCTED FORMAT STATEMENT..
        (13X,34F1.0/)

          38 SUBFILE LIST   FIRST (77) SECOND (36)
```

```
                39 input medium   disk
                40 RECODE         ULOSSOM1 TO CALC2 (0,2,3 = 1) (4 = 5)
                41 var labels      ULOSSOM1, Know about ULOSSOM/
                42                ULOSSOM2, Use ULOSSOM at work/
                43                RESERVE1, Know about RESERVES/
                44                RESERVE2, Use RESERVES at work/
                45                OVERDUE1, Know about OVERDUES/
                46                OVERDUE2, Use OVERDUES at work/
                47                NONSUCH1, Know about NONESUCH/
                48                NONSUCH2, Use NONESUCH at work/
                49                OCLCmon1, Know about OCLC monographs/
                50                OCLCmon2, Use OCLC monographs at work/
                51                OCLCser1, Know about OCLC serials/
                52                OCLCser2, Use OCLC serials at work/
                53                OCLCint1, Know about OCLC inter-loan/
                54                OCLCint2, Use OCLC inter-loan at work/
                55                DataBas1, Know about Base Searching/
                56                DataBas2, Use Base Searching at work/
                57                DATA1, Know about D.A.T.A. 3500/
                58                DATA2, Use D.A.T.A. 3500 at work/
                59                Record1, Know about Rec. Mgt. Sys./
                60                Record2, Use Rec. Mgt. Sys. at work/
                61                MTS1, Know about MTS access to univ. data/
                62                MTS2, Use MTS access to univ account. data/
                63                TEXTFOR1, Know about TEXTFORM/
                64                TEXTFOR2, Use TEXTFORM at work/
                65                Commit1, Know about Commit Sys./
                66                Commit2, Use Commit Sys. at work/
                67                MemType1, Know about Mem. Type./
                68                MemType2, Use Mem. Type. at work/
                69                WordPro1, Know about Word Proc./
                70                WordPro2, Use Word Proc. at work/
                71                Type1, Know about typewriter/
                72                Type2, Use typewriter at work/
                73                Calc1, Know about calculator/
                74                Calc2, Use calculator at work/
                75 value labels   ULOSSOM1 to Calc2
                76                     (0) Nothing--Never use
                77                     (1) A Little
                78                     (2) More than a little
                79                     (3) Middle-of-the-Road
                80                     (4) More than average
                81                     (5) A Lot
                82                     (9) NO RESPONSE
                83 run subfiles   all
                84 FREQUENCIES    GENERAL * ULOSSOM1 to Calc2
                85 OPTIONS        3,8,9
OGIVEN WORKSPACE ALLOWS FOR   5120 VALUES AND   1536 LABELS PER VARIABLE FOR 'FREQUENCIES'

1tools                                                                  04/15/83        PAGE    3

                86 Read Input Data
1tools                                                          PAGE   4

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

  SUBFILE FIRST    SECOND
OULOSSOM1  Know about ULOSSOM
-
/                                    RELATIVE  ADJUSTED    CUM
                          ABSOLUTE     FREQ      FREQ      FREQ
```

```
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)    (PCT)
OA Little                       1.      38       33.6      33.6     33.6
OMiddle-of-the-Road             3.      15       13.3      13.3     46.9
OA Lot                          5.      60       53.1      53.1    100.0
                                       ------    ------    ------
                              TOTAL     113      100.0     100.0
1tools                                                          PAGE    5

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OULOSSOM1  Know about ULOSSOM
-      CODE
           I
         1. ********************* (     38)
           I  A Little
           I
         3. ********** (     15)
           I  Middle-of-the-Road
           I
         5. ********************************** (     60)
           I  A Lot
           I
           I.........I.........I.........I.........I.........I
           0         20        40        60        80        100
           FREQUENCY
0
 VALID CASES      113       MISSING CASES      0
1tools                                                          PAGE    6

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OULOSSOM2  Use ULOSSOM at work
-
                                          RELATIVE  ADJUSTED     CUM
                              ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                CODE      FREQ      (PCT)     (PCT)    (PCT)
OA Little                       1.        51       45.1      45.1     45.1
OMiddle-of-the-Road             3.        10        8.8       8.8     54.0
OA Lot                          5.        52       46.0      46.0    100.0
                                       ------    ------    ------
                              TOTAL     113      100.0     100.0
1tools                                                          PAGE    7

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OULOSSOM2  Use ULOSSOM at work
-      CODE
           I
         1. ***************************** (     51)
           I  A Little
           I
         3. ****** (     10)
           I  Middle-of-the-Road
           I
         5. ***************************** (     52)
           I  A Lot
           I
           I.........I.........I.........I.........I.........I
```

```
          0        20        40        60        80        100
          FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
!tools                                                          PAGE    8

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
ORESERVE1  Know about RESERVES
0
                                          RELATIVE   ADJUSTED     CUM
                                 ABSOLUTE   FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)      (PCT)      (PCT)
OA Little                 1.      61       54.0       54.0       54.0
OMiddle-of-the-Road       3.      18       15.9       15.9       69.9
OA Lot                    5.      34       30.1       30.1      100.0
                                 ------     ------     ------
                        TOTAL     113      100.0      100.0
!tools                                                          PAGE    9

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
ORESERVE1  Know about RESERVES
0     CODE
           I
        1. ********************************* (    61)
           I  A Little
           I
        3. ********** (    18)
           I  Middle-of-the-Road
           I
        5. ******************* (    34)
           I  A Lot
           I
           I.........I.........I.........I.........I.........I
           0        20        40        60        80        100
           FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
!tools                                                          PAGE   10

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
ORESERVE2  Use RESERVES at work
0
                                          RELATIVE   ADJUSTED     CUM
                                 ABSOLUTE   FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)      (PCT)      (PCT)
OA Little                 1.      82       72.6       72.6       72.6
OMiddle-of-the-Road       3.      11        9.7        9.7       82.3
OA Lot                    5.      20       17.7       17.7      100.0
                                 ------     ------     ------
                        TOTAL     113      100.0      100.0
!tools                                                          PAGE   11

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
ORESERVE2  Use RESERVES at work
```

```
-     CODE
                I
          1.    ********************************************** (     82)
                I  A Little
                I
          3.    ******* (     11)
                I  Middle-of-the-Road
                I
          5.    *********** (     20)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         20        40        60        80        100
                FREQUENCY
0
 VALID CASES      113       MISSING CASES      0
1tools                                                          PAGE  12

 04/15/83           FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OOVERDUE1  Know about OVERDUES
-
                                                 RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE     FREQ      FREQ       FREQ
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)      (PCT)
OA Little                       1.       74      65.5      65.5       65.5
OMiddle-of-the-Road             3.       14      12.4      12.4       77.9
OA Lot                          5        25      22.1      22.1      100.0
                                        ------    ------    ------
                              TOTAL      113     100.0     100.0
1tools                                                          PAGE  13

 04/15/83           FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OOVERDUE1  Know about OVERDUES
-     CODE
                I
          1.    ************************************** (     74)
                I  A Little
                I
          3.    ******** (     14)
                I  Middle-of-the-Road
                I
          5.    ************** (     25)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         20        40        60        80        100
                FREQUENCY
0
 VALID CASES      113       MISSING CASES      0
1tools                                                          PAGE  14

 04/15/83           FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OOVERDUE2  Use OVERDUES at work
-
                                                 RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE     FREQ      FREQ       FREQ
```

```
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)     (PCT)
OA Little                       1.      92       81.4      81.4      81.4
OMiddle-of-the-Road             3.       5        4.4       4.4      85.8
OA Lot                          5.      16       14.2      14.2     100.0
                                      ------    ------    ------
                              TOTAL     113      100.0     100.0
!tools                                                          PAGE  15

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOVERDUE2  Use OVERDUES at work
-      CODE
                I
          1.    I********************************************** (    92)
                I  A Little
                I
          3.    I**** (     5)
                I  Middle-of-the-Road
                I
          5.    I********** (    16)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0        20        40        60        80       100
                FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
!tools                                                          PAGE  16

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ONONSUCH1  Know about NONESUCH
-                                                 RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)     (PCT)
OA Little                       1.      55       48.7      48.7      48.7
OMiddle-of-the-Road             3.      24       21.2      21.2      69.9
OA Lot                          5.      34       30.1      30.1     100.0
                                      ------    ------    ------
                              TOTAL     113      100.0     100.0
!tools                                                          PAGE  17

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ONONSUCH1  Know about NONESUCH
-      CODE
                I
          1.    I****************************** (    55)
                I  A Little
                I
          3.    I************ (    24)
                I  Middle-of-the-Road
                I
          5.    I****************** (    34)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
```

```
          0        20        40        60        80       100
          FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
1tools                                                        PAGE  18

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ONONSUCH2  Use NONESUCH at work
-
                                          RELATIVE  ADJUSTED     CUM
                                ABSOLUTE    FREQ      FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)     (PCT)      (PCT)
OA Little                 1.      64       56.6      56.6       56.6
OMiddle-of-the-Road       3.      17       15.0      15.0       71.7
OA Lot                    5.      32       28.3      28.3      100.0
                                 ------    ------    ------
                        TOTAL     113      100.0     100.0
1tools                                                        PAGE  19

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ONONSUCH2  Use NONESUCH at work
-     CODE
           I
        1. ********************************** (    64)
           I  A Little
           I
        3. ********** (    17)
           I  Middle-of-the-Road
           I
        5. ***************** (    32)
           I  A Lot
           I
           I.........I.........I.........I.........I.........I
           0        20        40        60        80       100
           FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
1tools                                                        PAGE  20

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCMON1  Know about OCLC monographs
-
                                          RELATIVE  ADJUSTED     CUM
                                ABSOLUTE    FREQ      FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)     (PCT)      (PCT)
OA Little                 1.      62       54.9      54.9       54.9
OMiddle-of-the-Road       3.      19       16.8      16.8       71.7
OA Lot                    5.      32       28.3      28.3      100.0
                                 ------    ------    ------
                        TOTAL     113      100.0     100.0
1tools                                                        PAGE  21

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCMON1  Know about OCLC monographs
```

```
-     CODE
                I
          1.    ********************************* (    62)
                I  A Little
                I
          3.    ************ (    19)
                I  Middle-of-the-Road
                I
          5.    ****************** (    32)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0        20        40        60        80       100
                FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
ttools                                                          PAGE  22

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCMON2  Use OCLC monographs at work
-
                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
 CATEGORY LABEL              CODE        FREQ     (PCT)     (PCT)     (PCT)
OA Little                     1.          70      61.9      61.9      61.9
OMiddle-of-the-Road           3.          17      15.0      15.0      77.0
OA Lot                        5.          26      23.0      23.0     100.0
                                         ------    ------    ------
                            TOTAL         113     100.0     100.0
ttools                                                          PAGE  23

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCMON2  Use OCLC monographs at work
-     CODE
                I
          1.    ********************************* (    70)
                I  A Little
                I
          3.    ********** (    17)
                I  Middle-of-the-Road
                I
          5.    *************** (    26)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0        20        40        60        80       100
                FREQUEN
0
 VALID CASES     113      MISSING CASES     0
ttools                                                          PAGE  24

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCSER1  Know about OCLC serials
-
                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
```

```
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)     (PCT)
OA Little                        1.      64      56.6      56.6      56.6
OMiddle-of-the-Road              3.      23      20.4      20.4      77.0
OA Lot                           5.      26      23.0      23.0     100.0
                                       ------    ------    ------
                               TOTAL     113     100.0     100.0
ttools                                                              PAGE  25

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCSER1  Know about OCLC serials
-     CODE
           I
        1. ********************************** (    64)
           I  A Little
           I
        3. ************** (    23)
           I  Middle-of-the-Road
           I
        5. ************** (    26)
           I  A Lot
           I
           I.........I.........I.........I.........I.........I
           0        20        40        60        80       100
           FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
ttools                                                              PAGE  26

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCSER2  Use OCLC serials at work
-                                                RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE     FREQ      FREQ       FREQ
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)     (PCT)
OA Little                        1.      77      68.1      68.1      68.1
OMiddle-of-the-Road              3.      15      13.3      13.3      81.4
OA Lot                           5.      21      18.6      18.6     100.0
                                       ------    ------    ------
                               TOTAL     113     100.0     100.0
ttools                                                              PAGE  27

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCSER2  Use OCLC serials at work
-     CODE
           I
        1. ***************************************** (    77)
           I  A Little
           I
        3. ********* (    15)
           I  Middle-of-the-Road
           I
        5. ************ (    21)
           I  A Lot
           I
           I.........I.........I.........I.........I.........I
```

```
          0        20        40        60        80       100
          FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
ttools                                                          PAGE  28

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCINT1  Know about OCLC inter-loan
*
                                          RELATIVE  ADJUSTED     CUM
                                ABSOLUTE    FREQ      FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)     (PCT)      (PCT)
OA Little                 1.      80       70.8      70.8       70.8
OMiddle-of-the-Road       3.      15       13.3      13.3       84.1
OA Lot                    5.      18       15.9      15.9      100.0
                                ------    ------    ------
                        TOTAL     113      100.0     100.0
ttools                                                          PAGE  29

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCINT1  Know about OCLC inter-loan
-     CODE
          I
        1. ********************************************** (     80)
          I  A Little
          I
        3. *********  (     15)
          I  Middle-of-the-Road
          I
        5. **********  (     18)
          I  A Lot
          I
          I.........I.........I.........I.........I.........I
          0        20        40        60        80       100
          FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
ttools                                                          PAGE  30

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCINT2  Use OCLC inter-loan at work
-
                                          RELATIVE  ADJUSTED     CUM
                                ABSOLUTE    FREQ      FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)     (PCT)      (PCT)
OA Little                 1.      94       83.2      83.2       83.2
OMiddle-of-the-Road       3.       9        8.0       8.0       91.2
OA Lot                    5.      10        8.8       8.8      100.0
                                ------    ------    ------
                        TOTAL     113      100.0     100.0
ttools                                                          PAGE  31

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OOCLCINT2  Use OCLC inter-loan at work
```

```
-     CODE
                I
          1.    ********************************************************* (     94)
                I  A Little
                I
          3.    ****** (      9)
                I  Middle-of-the-Road
                I
          5.    ****** (     10)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         20        40        60        80        100
                FREQUENCY
0
 VALID CASES      113      MISSING CASES     0
!tools                                                          PAGE  32

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ODATABAS1  Know about Base Searching
-
                                                 RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE     FREQ      FREQ       FREQ
 CATEGORY LABEL              CODE      FREQ       (PCT)     (PCT)      (PCT)
OA Little                     1.        62        54.9      54.9       54.9
OMiddle-of-the-Road           3.        23        20.4      20.4       75.2
OA Lot                        5.        28        24.8      24.8      100.0
                                      ------     ------    ------
                            TOTAL       113      100.0     100.0
!tools                                                          PAGE  33

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ODATABAS1  Know about Base Searching
-     CODE
                I
          1.    ********************************** (     62)
                I  A Little
                I
          3.    ************* (     23)
                I  Middle-of-the-Road
                I
          5.    **************** (     28)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         20        40        60        80        100
                FREQUENCY
0
 VALID CASES      113      MISSING CASES     0
!tools                                                          PAGE  34

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ODATABAS2  Use Base Searching at work
-
                                                 RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE     FREQ      FREQ       FREQ
```

```
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)   - (PCT)
OA Little                       1.      78       69.0      69.0      69.0
OMiddle-of-the-Road             3.      14       12.4      12.4      81.4
OA Lot                          5.      21       18.6      18.6     100.0
                                      ------    ------    ------
                              TOTAL     113      100.0     100.0
1tools                                                              PAGE  35

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ODATABAS2  Use Base Searching at work
-     CODE
           I
        1. ********************************************* (    78)
           I  A Little
           I
        3. ********* (    14)
           I  Middle-of-the-Road
           I
        5. ************ (    21)
           I  A Lot
           I
           I.........I.........I.........I.........I.........I
           0        20        40        60        80       100
           FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
1tools                                                              PAGE  36

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ODATA1     Know about D.A.T.A. 3500
-                                                  RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)     (PCT)
OA Little                       1.      103      91.2      91.2      91.2
OMiddle-of-the-Road             3.       5        4.4       4.4      95.6
OA Lot                          5.       5        4.4       4.4     100.0
                                      ------    ------    ------
                              TOTAL     113      100.0     100.0
1tools                                                              PAGE  37

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ODATA1     Know about D.A.T.A. 3500
-     CODE
           I
        1. ************************** (   103)
           I  A Little
           I
        3. ** (     5)
           I  Middle-of-the-Road
           I
        5. ** (     5)
           I  A Lot
           I
           I.........I.........I.........I.........I.........I
```

```
          0        40        80        120       160       200
          FREQUENCY
0
 VALID CASES      113      MISSING CASES     0
ttools                                                          PAGE  38

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ODATA2     Use D.A.T.A. 3500 at work
-                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE     FREQ      FREQ      FREQ
 CATEGORY LABEL              CODE      FREQ        (PCT)     (PCT)     (PCT)
OA Little                     1.        104        92.0      92.0      92.0
OMiddle-of-the-Road           3.          6         5.3       5.3      97.3
OA Lot                        5.          3         2.7       2.7     100.0
                                       ------    ------    ------
                            TOTAL        113       100.0     100.0
ttools                                                          PAGE  39

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ODATA2     Use D.A.T.A. 3500 at work
-     CODE
          I
        1. ************************** (   104)
          I  A Little
          I
        3. *** (     6)
          I  Middle-of-the-Road
          I
        5. ** (     3)
          I  A Lot
          I
          I.........I.........I.........I.........I.........I
          0        40        80        120       160       200
          FREQUENCY
0
 VALID CASES      113      MISSING CASES     0
ttools                                                          PAGE  40

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ORECORD1   Know about Rec. Mgt. Sys.
-                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE     FREQ      FREQ      FREQ
 CATEGORY LABEL              CODE      FREQ        (PCT)     (PCT)     (PCT)
OA Little                     1.         93        82.3      82.3      82.3
OMiddle-of-the-Road           3.         16        14.2      14.2      96.5
OA Lot                        5.          4         3.5       3.5     100.0
                                       ------    ------    ------
                            TOTAL        113       100.0     100.0
ttools                                                          PAGE  41

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
ORECORD1   Know about Rec. Mgt. Sys.
```

```
-     CODE
                I
        1.      ********************************************************* (    93)
                I  A Little
                I
        3.      ********** (    16)
                I  Middle-of-the-Road
                I
        5.      *** (     4)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0        20        40        60        80        100
                FREQUENCY
0
 VALID CASES      113      MISSING CASES     0
!tools                                                          PAGE  42

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
ORECORD2   Use Rec. Mgt. Sys. at work
-                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE     FREQ      FREQ       FREQ
 CATEGORY LABEL              CODE       FREQ        (PCT)     (PCT)      (PCT)
OA Little                     1.         103        91.2      91.2       91.2
OMiddle-of-the-Road           3.           9         8.0       8.0       99.1
OA Lot                        5.           1         0.9       0.9      100.0
                                        ------     ------    ------
                            TOTAL        113       100.0     100.0
!tools                                                          PAGE  43

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
ORECORD2   Use Rec. Mgt. Sys. at work
-     CODE
                I
        1.      ***************************** (   103)
                I  A Little
                I
        3.      *** (     9)
                I  Middle-of-the-Road
                I
        5.      * (     1)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0        40        80        120       160       200
                FREQUENCY
0
 VALID CASES      113      MISSING CASES     0
!tools                                                          PAGE  44

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OMTS1      Know about MTS access to univ. data
-                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE     FREQ      FREQ       FREQ
```

```
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)     (PCT)
OA Little                        1.     103      91.2      91.2      91.2
OMiddle-of-the-Road              3.       4       3.5       3.5      94.7
OA Lot                           5.       6       5.3       5.3     100.0
                                        ------    ------    ------
                               TOTAL     113     100.0     100.0
ttools                                                              PAGE  45

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OMTS1       Know about MTS access to univ. data
-      CODE
                I
          1.    ********************************  (   103)
                I  A Little
                I
          3.    **  (     4)
                I  Middle-of-the-Road
                I
          5.    ***  (     6)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         40        80        120       160       200
                FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
ttools                                                              PAGE  46

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OMTS2       Use MTS access to univ account. data
-                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE     FREQ      FREQ       FREQ
 CATEGORY LABEL                CODE     FREQ      (PCT)     (PCT)      (PCT)
OA Little                        1.      106      93.8      93.8       93.8
OMiddle-of-the-Road              3.        6       5.3       5.3       99.1
OA Lot                           5.        1       0.9       0.9      100.0
                                        ------    ------    ------
                               TOTAL     113     100.0     100.0
ttools                                                              PAGE  47

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OMTS2       Use MTS access to univ account. data
-      CODE
                I
          1.    ********************************  (   106)
                I  A Little
                I
          3.    ***  (     6)
                I  Middle-of-the-Road
                I
          5.    *  (     1)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
```

```
          0        40        80        120       160       200
          FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
!tools                                                          PAGE  48

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OTEXTFOR1  Know about TEXTFORM
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ     (PCT)      (PCT)      (PCT)
OA Little                 1.     109      96.5       96.5       96.5
OMiddle-of-the-Road       3.       2       1.8        1.8       98.2
OA Lot                    5.       2       1.8        1.8      100.0
                                ------     ------     ------
                        TOTAL     113      100.0      100.0
!tools                                                          PAGE  49

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OTEXTFOR1  Know about TEXTFORM
-     CODE
          I
        1. ********************************* (    109)
          I  A Little
          I
        3. ** (      2)
          I  Middle-of-the-Road
          I
        5. ** (      2)
          I  A Lot
          I
          I.........I.........I.........I.........I.........I
          0        40        80        120       160       200
          FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
!tools                                                          PAGE  90

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OTEXTFOR2  Use TEXTFORM at work
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ     (PCT)      (PCT)      (PCT)
OA Little                 1.     112      99.1       99.1       99.1
OA Lot                    5.       1       0.9        0.9      100.0
                                ------     ------     ------
                        TOTAL     113      100.0      100.0
!tools                                                          PAGE  91

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OTEXTFOR2  Use TEXTFORM at work
-     CODE
```

```
                I
          1. ********************************* (    112)
                I  A Little
                I
          5. * (      1)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         40        80        120       160       200
                FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
ttools                                                          PAGE  52

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OCOMMIT1   Know about Commit Sys.
-
                                                RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE      FREQ      FREQ         FREQ
 CATEGORY LABEL            CODE   FREQ          (PCT)     (PCT)        (PCT)
OA Little                   1.      110         97.3      97.3         97.3
OA Lot                      5.        3          2.7       2.7        100.0
                                  -------     -------   -------
                          TOTAL     113        100.0     100.0
ttools                                                          PAGE  53

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OCOMMIT1   Know about Commit Sys.
-     CODE
                I
          1. ********************************* (    110)
                I  A Little
                I
          5. ** (      3)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         40        80        120       160       200
                FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
ttools                                                          PAGE  54

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OCOMMIT2   Use Commit Sys. at work
-
                                                RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE      FREQ      FREQ         FREQ
 CATEGORY LABEL            CODE   FREQ          (PCT)     (PCT)        (PCT)
OA Little                   1.      110         97.3      97.3         97.3
OA Lot                      5.        3          2.7       2.7        100.0
                                  -------     -------   -------
                          TOTAL     113        100.0     100.0
ttools                                                          PAGE  55

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83
```

```
 SUBFILE FIRST    SECOND
OCOMMIT2  Use Commit Sys. at work
-     CODE
                I
        1.  ********************************* (    110)
                I  A Little
                I
        5.  ** (      3)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         40        80        120       160       200
                FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
ttools                                                          PAGE  56

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OMEMTYPE1  Know about Mem. Type.
-                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE     FREQ      FREQ       FREQ
 CATEGORY LABEL              CODE      FREQ        (PCT)     (PCT)      (PCT)
OA Little                     1.        87         77.0      77.0       77.0
OMiddle-of-the-Road           3.        12         10.6      10.6       87.6
OA Lot                        5.        14         12.4      12.4      100.0
                                      ------     ------    ------
                            TOTAL       113        100.0     100.0
ttools                                                          PAGE  57

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OMEMTYPE1  Know about Mem. Type.
-     CODE
                I
        1.  ********************************************** (     87)
                I  A Little
                I
        3.  ******* (     12)
                I  Middle-of-the-Road
                I
        5.  ******** (     14)
                I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         20        40        60        80        100
                FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
ttools                                                          PAGE  58

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
OMEMTYPE2  Use Mem. Type. at work
-                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE     FREQ      FREQ       FREQ
```

```
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)     (PCT)
OA Little                       1.      108       95.6      95.6      95.6
OA Lot                          5.        5        4.4       4.4     100.0
                                        ------    ------    ------
                              TOTAL     113       100.0     100.0
ttools                                                              PAGE  59

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OMEMTYPE2  Use Mem. Type. at work
-      CODE
                  I
          1.  ****************************** (    108)
              I  A Little
                  I
          5.  ** (      5)
              I  A Lot
                  I
              I.........I.........I.........I.........I.........I
              0         40        80        120       160       200
              FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
ttools                                                              PAGE  60

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OWORDPRO1  Know about Word Proc.
-
                                                RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)      (PCT)
OA Little                       1.      90        79.6      79.6       79.6
OMiddle-of-the-Road             3.      10         8.8       8.8       88.5
OA Lot                          5.      13        11.5      11.5      100.0
                                        ------    ------    ------
                              TOTAL     113       100.0     100.0
ttools                                                              PAGE  61

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OWORDPRO1  Know about Word Proc.
-      CODE
                  I
          1.  ********************************************** (     90)
              I  A Little
                  I
          3.  ****** (     10)
              I  Middle-of-the-Road
                  I
          5.  ******** (     13)
              I  A Lot
                  I
              I.........I.........I.........I.........I.........I
              0         20        40        60        80        100
              FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
```

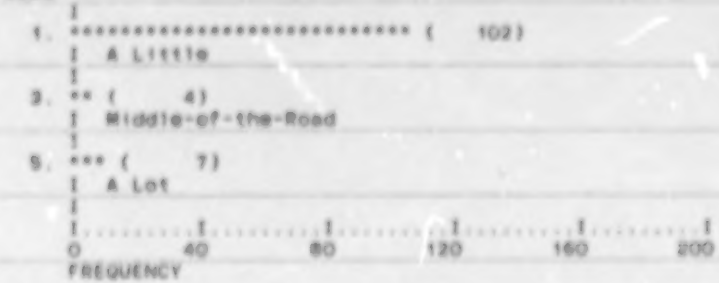
04/15/83 FILE = COMPUTIN - CREATED 04/15/83

SUBFILE FIRST SECOND
OWORDPRO2 Use Word Proc. at work
=

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OA Little	1.	102	90.3	90.3	90.3
OMiddle-of-the-Road	3.	4	3.5	3.5	93.8
OA Lot	5.	7	6.2	6.2	100.0
	TOTAL	113	100.0	100.0	

04/15/83 FILE = COMPUTIN - CREATED 04/15/83

SUBFILE FIRST SECOND
OWORDPRO2 Use Word Proc. at work
= CODE



0
VALID CASES 113 MISSING CASES 0

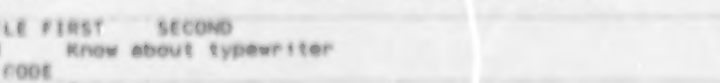
04/15/83 FILE = COMPUTIN - CREATED 04/15/83

SUBFILE FIRST SECOND
OTYPE1 Know about typewriter
=

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OA Little	1.	15	13.3	13.3	13.3
OMiddle-of-the-Road	3.	14	12.4	12.4	25.7
OA Lot	5.	84	74.3	74.3	100.0
	TOTAL	113	100.0	100.0	

04/15/83 FILE = COMPUTIN - CREATED 04/15/83

SUBFILE FIRST SECOND
OTYPE1 Know about typewriter
= CODE



```
                I
          3. ******** (     14)
             I  Middle-of-the-Road
                I
          5. ************************************************ (     84)
             I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         20        40        60        80        100
                FREQUENCY
0
 VALID CASES      113      MISSING CASES     0
ttools                                                          PAGE  66

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OTYPE2      Use typewriter at work
-
                                                RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE    FREQ       FREQ         FREQ
 CATEGORY LABEL              CODE   FREQ        (PCT)      (PCT)        (PCT)
OA Little                     1.      34        30.1       30.1         30.1
OMiddle-of-the-Road           3.      23        20.4       20.4         50.4
OA Lot                        5.      56        49.6       49.6        100.0
                                    ------     ------     ------
                            TOTAL     113       100.0      100.0
ttools                                                          PAGE  67

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OTYPE2      Use typewriter at work
-     CODE
                I
          1. ******************** (     34)
             I  A Little
                I
          3. ************** (     23)
             I  Middle-of-the-Road
                I
          5. ******************************** (     56)
             I  A Lot
                I
                I.........I.........I.........I.........I.........I
                0         20        40        60        80        100
                FREQUENCY
0
 VALID CASES      113      MISSING CASES     0
ttools                                                          PAGE  68

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST     SECOND
OCALCT      Know about calculator
-
                                                RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE    FREQ       FREQ         FREQ
 CATEGORY LABEL              CODE   FREQ        (PCT)      (PCT)        (PCT)
OA Little                     1.      33        28.3       28.3         28.3
OMiddle-of-the-Road           3.      15        13.3       13.3         41.6
OA Lot                        5.      66        58.4       58.4        100.0
```

```
                                                  ------    ------    ------
                                TOTAL              113      100.0     100.0
ttools                                                                  PAGE  69

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
QCALC1     Know about calculator
-     CODE
                  I
          1.  ****************** (    32)
                  I  A Little
                  I
          3.  ********** (    15)
                  I  Middle-of-the-Road
                  I
          5.  ************************************ (    66)
                  I  A Lot
                  I
                  I.........I.........I.........I.........I.........I
                  0        20        40        60        80        100
                  FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
ttools                                                                  PAGE  70

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
QCALC2     Use calculator at work
-
                                                  RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE      FREQ      FREQ        FREQ
 CATEGORY LABEL                CODE  FREQ        (PCT)     (PCT)       (PCT)
QA Little                       1.    59         52.2      52.2        52.2
QMiddle-of-the-Road             3.    18         15.9      15.9        68.1
QA Lot                          5.    36         31.9      31.9       100.0
                                      ---        ----      ----
                                TOTAL  113       100.0     100.0
ttools                                                                  PAGE  71

 04/15/83          FILE - COMPUTIN - CREATED 04/15/83

 SUBFILE FIRST    SECOND
QCALC2     Use calculator at work
-     CODE
                  I
          1.  ********************************** (    59)
                  I  A Little
                  I
          3.  ********** (    18)
                  I  Middle-of-the-Road
                  I
          5.  ******************** (    36)
                  I  A Lot
                  I
                  I.........I.........I.........I.........I.........I
                  0        20        40        60        80        100
                  FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
```

04/15/83 FILE - COMPUTIN - CREATED 04/15/83

SUBFILE FIRST SECOND
OPOSITIONAL INDEX

- VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE
ULOSSOM1	4	OCLCMON2	32	RECORD1	40	MEMTYPE2	58
ULOSSOM2	6	OCLCSER1	34	RECORD2	42	WORDPRO1	60
RESERVE1	8	OCLCSER2	36	MTS1	44	WORDPRO2	62
RESERVE2	10	OCLCINT1	38	MTS2	46	TYPE1	64
OVERDUE1	12	OCLCINT2	30	TEXTFOR1	48	TYPE2	66
OVERDUE2	14	DATABAS1	32	TEXTFOR2	50	CALC1	68
NONSUCH1	16	DATABAS2	34	COMMIT1	52	CALC2	70
NONSUCH2	18	DATA1	36	COMMIT2	54		
OCLCMON1	20	DATA2	38	MEMTYPE1	56		

04/15/83 FILE - COMPUTIN - CREATED 04/15/83

SUBFILE FIRST SECOND
OALPHABETIC INDEX

- VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE
CALC1	68	MEMTYPE2	58	OCLCSER1	34	TEXTFOR2	50
CALC2	70	MTS1	44	OCLCSER2	36	TYPE1	64
COMMIT1	52	MTS2	46	OVERDUE1	12	TYPE2	66
COMMIT2	54	NONSUCH1	16	OVERDUE2	14	ULOSSOM1	4
DATABAS1	32	NONSUCH2	18	RECORD1	40	ULOSSOM2	6
DATABAS2	34	OCLCINT1	28	RECORD2	42	WORDPRO1	60
DATA1	36	OCLCINT2	30	RESERVE1	8	WORDPRO2	62
DATA2	38	OCLCMON1	20	RESERVE2	10		
MEMTYPE1	56	OCLCMON2	32	TEXTFOR1	48		

OTRANSPACE REQUIRED.. 128 BYTES
1 TRANSFORMATIONS
5 RECODE VALUES + LAG VARIABLES
0 IF/COMPUTE OPECATIONS
OCPU TIME REQUIRED.. 3.72 SECONDS

87 Finish
O NORMAL END OF JOB.
87 CONTROL CARDS WERE PROCESSED.
0 ERRORS WERE DETECTED.
*Execution terminated
.LOG STOP

04/15/83 FILE - FREQUENC - CREATED 04/15/83

OPROPOSAL Write proposal to buy computer for ttb

- CODE		
	I	
1.	********* (	8)
	I Yes	
	I	
2.	********** (	30)

```
          I  No
          I
        9. ** (      1)
          I  Other
          I
        9. ************ (     11)
          I  No Response
          I
          I.........I.........I.........I.........I.........I
          0        10        20        30        40        50
          FREQUENCY

0
 VALID CASES      90      MISSING CASES      0
tClassEval                                                        PAGE  76

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

ORECOMMEN  Recommend class to someone else
-                                          RELATIVE  ADJUSTED     CUM
                                ABSOLUTE     FREQ      FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ       (PCT)     (PCT)      (PCT)
OYes                      1.      88        78.0      78.0       78.0
ONo                       2.       6         9.0       5.0       86.0
OOther                    3.       2         4.0       4.0       90.0
ONo Response              9.       9        10.0      10.0      100.0
                                  ----      ------    ------
                        TOTAL      90       100.0     100.0
tClassEval                                                        PAGE  77

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

ORECOMMEN  Recommend class to someone else
-     CODE
          I
        1. ****************************************** (     39)
          I  Yes
          I
        2. ***** (      4)
          I  No
          I
        3. *** (      2)
          I  Other
          I
        9. ****** (      5)
          I  No Response
          I
          I.........I.........I.........I.........I.........I
          0        10        20        30        40        50
          FREQUENCY

0
 VALID CASES      50      MISSING CASES      0
tClassEval                                                        PAGE  78

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OPOSITIONAL INDEX
- VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE
 DESCRIB1     4    INSTRUCT    24    GRAPHICS    44    WRITPROG    64
 DESCRIB2     6    PACE        26    SOFTWARE    46    USEAPROG    66
```

```
  OPERATE      8    FLOPDISK    28    MICROS      48    WANGREC     68
  FLOWCHAR    10    TAPEDEMO    30    OTHER       50    WANGWORD    70
  CODE        12    MORTRAIN    32    READBOOK    52    PURCHASE    72
  APPREC      14    WORDPRO     34    RECC        54    PROPOSAL    74
  LITERACY    16    DATABASE    36    APPLESOF    56    RECOMMEN    76
  CLASS       18    COMPAIDS    38    MORCLASS    58
  ENVIRON     20    VISICALC    40    LIBCLASS    60
  TEACHER     22    BASIC       42    TUTORIAL    62
?ClassEval                                                PAGE  78

 04/19/83          FILE - FREQUENC - CREATED 04/19/83

ALPHABETIC INDEX
- VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE

  APPLESOF    56    FLOPDISK    28    OPERATE      8    TUTORIAL    62
  APPREC      14    FLOWCHAR    10    OTHER       50    USEAPROG    66
  BASIC       42    GRAPHICS    44    PACE        26    VISICALC    40
  CLASS       18    INSTRUCT    24    PROPOSAL    74    WANGREC     68
  CODE        12    LIBCLASS    60    PURCHASE    72    WANGWORD    70
  COMPAIDS    38    LITERACY    16    READBOOK    52    WORDPRO     34
  DATABASE    36    RECC        54    RECOMMEN    76    WRITPROG    64
  DESCRIB1     4    MICROS      48    SOFTWARE    46
  DESCRIB2     6    MORCLASS    58    TAPEDEMO    30
  ENVIRON     20    MORTRAIN    32    TEACHER     22
?ClassEval                                                04/19/83        PAGE   8

TRANSPACE REQUIRED..       100 BYTES
       1 TRANSFORMATIONS
       3 RECODE VALUES + LAG VARIABLES
       0 IF/COMPUTE OPERATIONS
CPU TIME REQUIRED..     3.00 SECONDS


                  00 finish
0          NORMAL END OF JOB.
             00 CONTROL CARDS WERE PROCESSED.
              0 ERRORS WERE DETECTED.
#Execution terminated
#LOG STOP
```

APPENDIX F

Computer Output
for
Interest-Related Frequencies

```
 Log on at 14:24:15 on 04-14-83
#$run *spss 5=interest 8=micro
#Execution begins
 1SPSS BATCH SYSTEM                                                                    04/14/83        PAGE    1

 MTS/SPSS, VERSION H, RELEASE 8.1, FEBRUARY 1, 1982
0                    CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
 ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)       ORDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                          SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)           KEYWORDS: THE SPSS INC. NEWSLETTER
                          SPSS POCKET GUIDE, RELEASE 9
                          SPSS PRIMER (BRIEF INTRO TO SPSS)
-DEFAULT SPACE ALLOCATION..      ALLOWS FOR..    102 TRANSFORMATIONS
 WORKSPACE     71680 BYTES                      400 RECODE VALUES + LAG VARIABLES
 TRANSPACE     10240 BYTES                     1641 IF/COMPUTE OPERATIONS

                    1 run name        interest
                    2 file name       INTERREST FREQUENCIES 'COLLAPSED' VERSION
                    3 data list       fixed(2)/1
                    4                           helpful,
                    5                 promote,
                    6                 newjob,
                    7                 layoffs,
                    8                 budget,
                    9                 survival,
                   10                 notime,
                   11                 fad,
                   12                 noneed,
                   13                 feecost,
                   14                 eager,
                   15                 afraid,
                   16                 mychild,
                   17                 children,
                   18                  homeuse 50-64
 0THE DATA LIST PROVIDES FOR  18 VARIABLES AND  2 RECORDS ('CARDS') PER CASE. A MAXIMUM OF   64 COLUMNS ARE USED ON A RECORD.

 LIST OF THE CONSTRUCTED FORMAT STATEMENT..
        (49X,18F1.0/)

                   19 subfile list   first(77) second(36)
                   20 input medium   disk
                   21 RECODE         helpful to homeuse(2=1) (4=5)
                   22 var labels     helpful, believe will help with present job/
                   23                promote, promotion in library system/
                   24                newjob, new job outside library system/
                   25                layoffs, shouldn't buy computers/
                   26                budget, computers more cost-efficient?/
                   27                survival, computer literacy is necessary!/
                   28                notime, interested--but no time to learn/
                   29                fad, not interested--computers are a fad/
                   30                noneed, already have computer knowledge/
                   31                feecost, ten dollar fee too much!/
                   32                eager, desire to learn/
                   33                afraid, afraid of computers!/
                   34                mychild, keep up--my children are learning/
 1interest                                                                             04/14/83        PAGE    2

                   35                children, children soon to know more than I/
                   36                homeuse, computer helpful at home/
                   37 value labels   helpful to homeuse
                   38                (5) extremely applicable
```

```
                39                  (4) very applicable
                40                  (3) middle-of-the-road
                41                  (2) slightly applicable
                42                  (1) not at all
                43                  (9) no response/
                44 run subfiles     ALL
                45 FREQUENCIES      general + helpful to homeuse
                46 OPTIONS          3,8,9
OGIVEN WORKSPACE ALLOWS FOR   5120 VALUES AND   1536 LABELS PER VARIABLE FOR 'FREQUENCIES'

                47 read input data
!interest                                                          PAGE   3

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST     SECOND
OHELPFUL   believe will help with present job
-                                          RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE    FREQ      FREQ      FREQ
 CATEGORY LABEL          CODE     FREQ       (PCT)     (PCT)     (PCT)
Onot at all               1.        25       22.1      22.1      22.1
Omiddle-of-the-road       3.        28       24.8      24.8      46.9
Oextremely applicable     5.        60       53.1      53.1     100.0
                                  ------     ------    ------
                         TOTAL      113      100.0     100.0
!interest                                                          PAGE   4

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST     SECOND
OHELPFUL   believe will help with present job
-     CODE
           I
        1. ************** (     25)
           I  not at all
           I
        3. ***************** (     28)
           I  middle-of-the-road
           I
        5. ************************************ (     60)
           I  extremely applicable
           I
           I.........I.........I.........I.........I.........I
           0        20        40        60        80       100
           FREQUENCY
O
 VALID CASES      113      MISSING CASES      0
!interest                                                          PAGE   5

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST     SECOND
OPROMOTE   promotion in library system
-                                          RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE    FREQ      FREQ      FREQ
 CATEGORY LABEL          CODE     FREQ       (PCT)     (PCT)     (PCT)
Onot at all               1.        61       54.0      54.0      54.0
Omiddle-of-the-road       3.        28       24.8      24.8      78.8
Oextremely applicable     5.        22       19.5      19.5      98.2
Ono response              9.         2        1.8       1.8     100.0
```

```
                                  -------   -------   -------
                          TOTAL     113      100.0     100.0
tinterest                                                      PAGE   6

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OPROMOTE   promotion in library system
-      CODE
           I
        1. ********************************** (    61)
           I  not at all
           I
        3. **************** (    28)
           I  middle-of-the-road
           I
        5. ************ (    22)
           I  extremely applicable
           I
        9. ** (     2)
           I  no response
           I
           I.........I.........I.........I.........I.........I
           0        20        40        60        80       100
           FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
tinterest                                                      PAGE   7

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
ONEWJOB    new job outside library system
-
                                          RELATIVE  ADJUSTED     CUM
                           ABSOLUTE         FREQ      FREQ       FREQ
 CATEGORY LABEL      CODE    FREQ           (PCT)     (PCT)      (PCT)
Onot at all            1.      51          45.1      45.1       45.1
Omiddle-of-the-road    3.      29          25.7      25.7       70.8
Oextremely applicable  5.      31          27.4      27.4       98.2
Ono response           9.       2           1.8       1.8      100.0
                          -------   -------   -------
                  TOTAL     113      100.0     100.0
tinterest                                                      PAGE   8

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
ONEWJOB    new job outside library system
-      CODE
           I
        1. ***************************** (    51)
           I  not at all
           I
        3. **************** (    29)
           I  middle-of-the-road
           I
        5. ***************** (    31)
           I  extremely applicable
           I
        9. ** (     2)
```

```
          I  no response
          I
          I.........I.........I.........I.........I.........I
          0        20        40        60        80        100
          FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
tinterest                                                          PAGE   9

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OLAYOFFS   shouldn't buy computers
-
                                          RELATIVE  ADJUSTED     CUM
                              ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL        CODE    FREQ        (PCT)     (PCT)      (PCT)
Onot at all             1.      71         62.8      62.8       62.8
Omiddle-of-the-road     3.      26         23.0      23.0       85.8
Oextremely applicable   5.      11          9.7       9.7       95.6
Ono response            9.       5          4.4       4.4      100.0
                               ------     ------    ------
                       TOTAL    113        100.0     100.0
tinterest                                                          PAGE  10

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OLAYOFFS   shouldn't buy computers
-     CODE
          I
        1. ********************************************* (    71)
          I  not at all
          I
        3. ***************** (    26)
          I  middle-of-the-road
          I
        5. ******* (    11)
          I  extremely applicable
          I
        9. ***** (     5)
          I  no response
          I
          I.........I.........I.........I.........I.........I
          0        20        40        60        80        100
          FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
tinterest                                                          PAGE  11

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OBUDGET    computers more cost-efficient?
-
                                          RELATIVE  ADJUSTED     CUM
                              ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL        CODE    FREQ        (PCT)     (PCT)      (PCT)
Onot at all             1.      16         14.2      14.2       14.2
Omiddle-of-the-road     3.      28         24.8      24.8       38.9
Oextremely applicable   5.      68         60.2      60.2       99.1
Ono response            9.       1          0.9       0.9      100.0
```

```
                                    -------   -------   -------
                              TOTAL     113     100.0     100.0
!interest                                                  PAGE  12

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OBUDGET    computers more cost-efficient?
-     CODE
                  I
         1. ********* (     16)
            I  not at all
                  I
         3. *************** (     28)
            I  middle-of-the-road
                  I
         5. ************************************ (     68)
            I  extremely applicable
                  I
         9. ** (      1)
            I  no response
                  I
            I.........I.........I.........I.........I.........I
            0         20        40        60        80        100
            FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
!interest                                                  PAGE  13

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OSURVIVAL  computer literacy is necessary!
-
                                          RELATIVE  ADJUSTED    CUM
                              ABSOLUTE      FREQ      FREQ      FREQ
 CATEGORY LABEL        CODE    FREQ        (PCT)     (PCT)     (PCT)
Onot at all             1.       9         8.0       8.0       8.0
Omiddle-of-the-road     3.      13        11.5      11.5      19.5
Oextremely applicable   5.      91        80.5      80.5     100.0
                              -------   -------   -------
                        TOTAL   113     100.0     100.0
!interest                                                  PAGE  14

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OSURVIVAL  computer literacy is necessary!
-     CODE
                  I
         1. ****** (      9)
            I  not at all
                  I
         3. ******** (     13)
            I  middle-of-the-road
                  I
         5. ************************************************ (     31)
            I  extremely applicable
                  I
            I.........I.........I.........I.........I.........I
            0         20        40        60        80        100
```

FREQUENCY

O

VALID CASES 113 MISSING CASES 0

04/14/83 FILE - INTEREST - CREATED 04/14/83

SUBFILE FIRST SECOND

ONOTIME interested--but no time to learn

-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Onot at all	1.	74	65.5	65.5	65.5
Omiddle-of-the-road	3.	27	23.9	23.9	89.4
Oextremely applicable	5.	11	9.7	9.7	99.1
Ono response	9.	1	0.9	0.9	100.0
	TOTAL	113	100.0	100.0	

04/14/83 FILE - INTEREST - CREATED 04/14/83

SUBFILE FIRST SECOND

ONOTIME interested--but no time to learn

- CODE

```
          I'
       1. ********************************************* (    74)
          I  not at all
          I
       3. ***************** (    27)
          I  middle-of-the-road
          I
       5. ******* (    11)
          I  extremely applicable
          I
       9. ** (     1)
          I  no response
          I
          I.........I.........I.........I.........I.........I
          0        20        40        60        80        100
          FREQUENCY
```

O

VALID CASES 113 MISSING CASES 0

04/14/83 FILE - INTEREST - CREATED 04/14/83

SUBFILE FIRST SECOND

OFAD not interested--computers are a fad

-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Onot at all	1.	103	91.2	91.2	91.2
Omiddle-of-the-road	3.	6	5.3	5.3	96.5
Ono response	9.	4	3.5	3.5	100.0
	TOTAL	113	100.0	100.0	

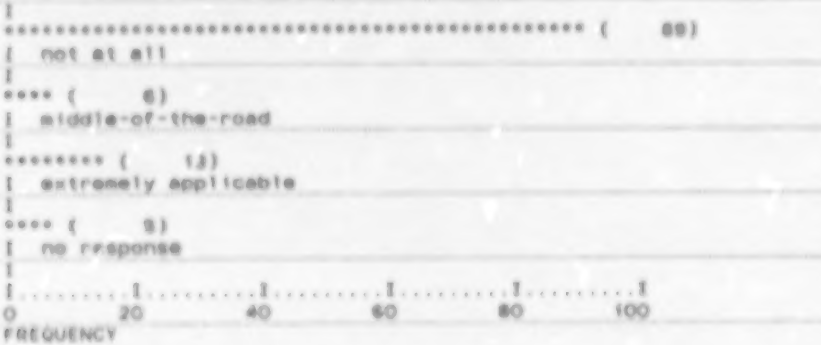
04/14/83 FILE - INTEREST - CREATED 04/14/83

```
 SUBFILE FIRST     SECOND
OFAD        not interested--computers are a fad
-      CODE
                I
          1.    ****************************  (   101)
                I  not at all
                I
          3.    ***  (     6)
                I  middle-of-the-road
                I
          9.    **  (     4)
                I  no response
                I
                I.........I.........I.........I.........I.........I
                0         40        80        120       160       200
                FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
tinterest                                                        PAGE  19

 04/14/83           FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST     SECOND
ONONEED     already have computer knowledge
-
                                          RELATIVE   ADJUSTED      CUM
                                 ABSOLUTE    FREQ       FREQ     FREQ
 CATEGORY LABEL          CODE     FREQ     (PCT)      (PCT)    (PCT)
Onot at all                1.      103      91.2       91.2     91.2
Omiddle-of-the-road        3.        6       5.3        5.3     96.5
Oextremely applicable      5.        2       1.8        1.8     98.2
Ono response               9.        2       1.8        1.8    100.0
                                  ------    ------     ------
                          TOTAL     113     100.0      100.0
tinterest                                                        PAGE  20

 04/14/83           FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST     SECOND
ONONEED     already have computer knowledge
-      CODE
                I
          1.    ****************************  (   103)
                I  not at all
                I
          3.    ***  (     6)
                I  middle-of-the-road
                I
          5.    **  (     2)
                I  extremely applicable
                I
          9.    **  (     2)
                I  no response
                I
                I.........I.........I.........I.........I.........I
                0         40        80        120       160       200
                FREQUENCY
0
 VALID CASES      113      MISSING CASES      0
tinterest                                                        PAGE  21
```

SUBFILE FIRST SECOND
OFEECOST ten dollar fee too much!
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Onot at all	1.	88	78.8	78.8	78.8
Omiddle-of-the-road	3.	6	5.3	5.3	84.1
Oextremely applicable	5.	13	11.5	11.5	95.6
Ono response	9.	5	4.4	4.4	100.0
	TOTAL	113	100.0	100.0	

SUBFILE FIRST SECOND
OFEECOST ten dollar fee too much!
- CODE



0
VALID CASES 113 MISSING CASES 0

SUBFILE FIRST SECOND
OEAGER desire to learn
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Onot at all	1.	16	14.2	14.2	14.2
Omiddle-of-the-road	3.	22	19.5	19.5	33.6
Oextremely applicable	5.	73	64.6	64.6	98.2
Ono response	9.	2	1.8	1.8	100.0
	TOTAL	113	100.0	100.0	

SUBFILE FIRST SECOND
OEAGER desire to learn

```
-     CODE
                I
          1.    ********* (    16)
                I  not at all
                I
          3.    ********** (    22)
                I  middle-of-the-road
                I
          5.    ************************************ (    73)
                I  extremely applicable
                I
          9.    ** (     2)
                I  no response
                I
                I.........I.........I.........I.........I.........I
                0        20        40        60        80       100
                FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
!interest                                                          PAGE  25

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OAFRAID    afraid of computers!
-
                                                RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE     FREQ      FREQ       FREQ
 CATEGORY LABEL              CODE    FREQ       (PCT)     (PCT)      (PCT)
Onot at all                   1.      101       89.4      89.4       89.4
Omiddle-of-the-road           3.        8        7.1       7.1       96.5
Oextremely applicable         5.        3        2.7       2.7       99.1
Ono response                  9.        1        0.9       0.9      100.0
                                     ------    ------    ------
                            TOTAL      113      100.0     100.0
                                                                   PAGE  26
!interest

 04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OAFRAID    afraid of computers!
-     CODE
                I
          1.    ************************** (   101)
                I  not at all
                I
          3.    *** (     8)
                I  middle-of-the-road
                I
          5.    ** (     3)
                I  extremely applicable
                I
          9.    * (     1)
                I  no response
                I
                I.........I.........I.........I.........I.........I
                0        40        80       120       160       200
                FREQUENCY
0
 VALID CASES     113      MISSING CASES     0
!interest                                                          PAGE  27
```

04/14/83 FILE - INTEREST - CREATED 04/14/83

SUBFILE FIRST SECOND
OMYCHILD keep up--my children are learning
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Onot at all	1.	73	64.6	64.6	64.6
Omiddle-of-the-road	3.	13	11.5	11.5	76.1
Oextremely applicable	5.	13	11.5	11.5	87.6
Ono response	9.	14	12.4	12.4	100.0
	TOTAL	113	100.0	100.0	

04/14/83 FILE - INTEREST - CREATED 04/14/83

SUBFILE FIRST SECOND
OMYCHILD keep up--my children are learning
- CODE

```
          I
       1. ********************************************** (    73)
          I  not at all
          I
       3. ********* (    13)
          I  middle-of-the-road
          I
       5. ********* (    13)
          I  extremely applicable
          I
       9. ********* (    14)
          I  no response
          I
          I.........I.........I.........I.........I.........I
          0        20        40        60        80       100
          FREQUENCY
```

0
VALID CASES 113 MISSING CASES 0

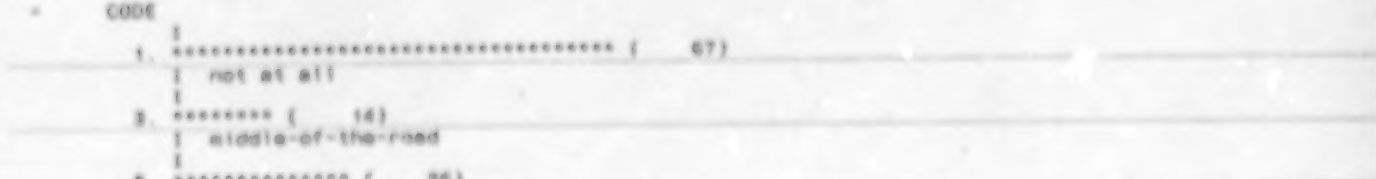
04/14/83 FILE - INTEREST - CREATED 04/14/83

SUBFILE FIRST SECOND
OCHILDREN children soon to know more than I
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Onot at all	1.	67	59.3	59.3	59.3
Omiddle-of-the-road	3.	14	12.4	12.4	71.7
Oextremely applicable	5.	26	23.0	23.0	94.7
Ono response	9.	6	5.3	5.3	100.0
	TOTAL	113	100.0	100.0	

04/14/83 FILE - INTEREST - CREATED 04/14/83

SUBFILE FIRST SECOND
OCHILDREN children soon to know more than I



0
VALID CASES 113 MISSING CASES 0

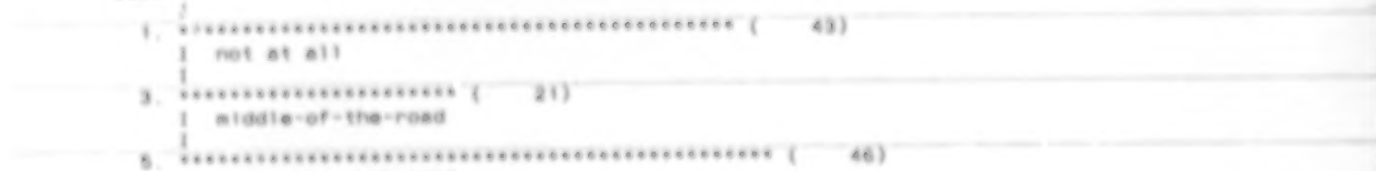
04/14/83 FILE - INTEREST - CREATED 04/14/83

SUBFILE FIRST SECOND
OHOMEUSE computer helpful at home

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Onot at all	1.	43	38.1	38.1	38.1
Omiddle-of-the-road	3.	21	18.6	18.6	56.6
Oextremely applicable	5.	46	40.7	40.7	97.3
Ono response	9.	3	2.7	2.7	100.0
	TOTAL	113	100.0	100.0	

04/14/83 FILE - INTEREST - CREATED 04/14/83

SUBFILE FIRST SECOND
OHOMEUSE computer helpful at home



0
VALID CASES 113 MISSING CASES 0

```
04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OPOSITIONAL INDEX
- VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE

  HELPFUL     3    BUDGET     11    NONEED     19    MYCHILD     27
  PROMOTE     5    SURVIVAL   13    FEECOST    21    CHILDREN    29
  NEWJOB      7    NOTIME     15    EAGER      23    HOMEUSE     31
  LAYOFFS     9    FAD        17    AFRAID     25
!interest                                                  PAGE  34

04/14/83          FILE - INTEREST - CREATED 04/14/83

 SUBFILE FIRST    SECOND
OALPHABETIC INDEX
- VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE

  AFRAID      25    FAD        17    LAYOFFS     9    NOTIME      15
  BUDGET      11    FEECOST    21    MYCHILD    27    PROMOTE      5
  CHILDREN    29    HELPFUL     3    NEWJOB      7    SURVIVAL    13
  EAGER       23    HOMEUSE    31    NONEED     19
!interest                                                  04/14/83        PAGE   35

OTRANSPACE REQUIRED..       100 BYTES
        1 TRANSFORMATIONS
        3 RECODE VALUES + LAG VARIABLES
        0 IF/COMPUTE OPERATIONS
 OCPU TIME REQUIRED..    2.29 SECONDS


                  48 finish
 0          NORMAL END OF JOB.
              48 CONTROL CARDS WERE PROCESSED.
               0 ERRORS WERE DETECTED.
#Execution terminated
#log stop
             TOT PCT |      2.1      3.1      4.1      5.1
  PROMOTE    --------|---------|---------|---------|---------|
           1.        |      18 |      15 |       7 |      20 |     60
    not at all       |    30.0 |    25.0 |    11.7 |    33.3 |   55.6
                     |    43.9 |    50.0 |    58.3 |    80.0 |
                     |    16.7 |    13.9 |     6.5 |    18.5 |
                    -|---------|---------|---------|---------|
           3.        |      13 |       9 |       3 |       2 |     27
    middle-of-the-ro |    48.1 |    33.3 |    11.1 |     7.4 |   25.0
                     |    31.7 |    30.0 |    25.0 |     8.0 |
                     |    12.0 |     8.3 |     2.8 |     1.9 |
                    -|---------|---------|---------|---------|
           5.        |      10 |       6 |       2 |       3 |     21
    extremely applic |    47.6 |    28.6 |     9.5 |    14.3 |   19.4
                     |    24.4 |    20.0 |    16.7 |    12.0 |
                     |     9.3 |     5.6 |     1.9 |     2.8 |
                    -|---------|---------|---------|---------|
             COLUMN       41       30       12       25      108
              TOTAL     38.0     27.8     11.1     23.1   100.0

      3 OUT OF     12 ( 25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
```

APPENDIX G

Computer Output
for
Evaluation Questionnaire Frequencies

```
 Log on at 08:02:23 on 04-15-83
#$RUN *SPSS 5=CLASEVAL 8=EVALUATE
#Execution begins
 1SPSS BATCH SYSTEM                                                    04/15/83        PAGE     1

  MTS/SPSS, VERSION H, RELEASE 9.1, FEBRUARY 1, 1982
0                          CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
  ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)       ORDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                           SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)           KEYWORDS: THE SPSS INC. NEWSLETTER
                           SPSS POCKET GUIDE, RELEASE 9
                           SPSS PRIMER (BRIEF INTRO TO SPSS)
 -DEFAULT SPACE ALLOCATION..      ALLOWS FOR..    102 TRANSFORMATIONS
  WORKSPACE      71680 BYTES                     409 RECODE VALUES + LAG VARIABLES
  TRANSPACE      10240 BYTES                    1641 IF/COMPUTE OPERATIONS

                    1 run name       ClasEval
                    2 file name      Frequencies for 'Evaluation Questionnaire'
                    3 data list      fixed(1)/1
                    4                Describ1,
                    5                Describ2,
                    6                operate,
                    7                flowchar,
                    8                code,
                    9                apprec,
                   10                literacy,
                   11                class,
                   12                environ,
                   13                teacher,
                   14                instruct,
                   15                pace,
                   16                FlopDisk,
                   17                TapeDemo,
                   18                MorTrain,
                   19                WordPro,
                   20                DataBase,
                   21                CompAids,
                   22                VISICALC,
                   23                BASIC,
                   24                Graphics,
                   25                Software,
                   26                Micros,
                   27                Other,
                   28                ReadBook,
                   29                MECC,
                   30                AppleSof,
                   31                MorClass,
                   32                LibClass,
                   33                Tutorial,
                   34                WritProg,
                   35                UseAProg,
                   36                WangRec,
                   37                WangWord,
                   38                Purchase,
                   39                Proposal,
                   40                Recommen 1-37
 1ClasEval                                                             04/15/83        PAGE     2

 OTHE DATA LIST PROVIDES FOR  37 VARIABLES AND  1 RECORDS ('CARDS') PER CASE. A MAXIMUM OF   37 COLUMNS ARE USED ON A RECORD.

  LIST OF THE CONSTRUCTED FORMAT STATEMENT..
```

(37F1.0)

```
input medium    disk
RECODE          describ1 to MorTrain (2 = 1) (4 = 5)
Var Labels      Describ1, Can describe Apple Home System Hardware/
                Describ2, Can describe Micros Add-on capabilities/
                Operate, Using prewritten software,operates AppII/
                Flowchar, Can write flowchart for computer program/
                Code, Can code-enter simple computer program/
                Apprec, Can appreciate software complexity/
                Literacy, Have increased computer literacy/
                Class, Class content adequate for time avail/
                Environ, Environment of room was comfortable/
                Teacher, Instructor knew his-her subject/
                Instruct, Instructor did excellent job/
                Pace, Class pace was good/
                FlopDisk, Like own floppy disk-eager to use progs/
                TapeDemo, Slide tape demonstration helpful/
                MorTrain, Like to take 4 more hours of training/
                WordPro, Interest in Word Processing/
                DataBase, Interest in Data Base use/
                CompAids, Interest in Computer-Aided learning/
                VISICALC, Interest in VISICALC/
                BASIC, Interest in programming-BASIC/
                Graphics, Interest in GRAPHICS/
                Software, Interest in Evaluation of Software/
                MICROS, Interest in Evaluation of MICROS/
                Other, Interest in OTHER areas/
                ReadBook, Plan to READ more on microcomputers/
                MECC, Plan to complete MECC tutorial/
                AppleSof, Plan to complete APPLE SOFT tutorial/
                MorClass, Plan to take 'outside' computing classes/
                LibClass, Attend LIBRARY VISICALC,WORD Pro class/
                Tutorial, Complete VISICALC-WORD PRO tutorial/
                WritProg, Plan to WRITE applications program/
                UseAProg, Use Software hadn't used before for task/
                WangRec, Use WangRecordMgtSystem for lib task/
                WangWord, Use WangWordProcessSystem for lib task/
                Purchase, Purchase my own personal computer/
                Proposal, Write proposal to buy computer for lib/
                Recommen, Recommend class to someone else/
Value Labels    Describ1 to MorTrain
                     (1) Not at all
                     (2) A Little
                     (3) Middle-of-the-Road
                     (4) A lot
                     (5) Very Much
                     (6) Not Applicable
                     (9) No Response/
```



```
                WordPro to Other
                     (1) Yes
                     (2) No/
                ReadBook to Recommen
                     (1) Yes
                     (2) No
                     (3) Other
                     (9) No Response
FREQUENCIES     General = Describ1 to Recommen
```

```
                97 OPTIONS        3,8,9
OGIVEN WORKSPACE ALLOWS FOR   5120 VALUES AND    1536 LABELS PER VARIABLE FOR 'FREQUENCIES'

                98 read input data

          SPSS was able to create a temporary file of      4 pages.
        This is sufficient space for approximately       100 cases.
       See your SPSS Coordinator if your program aborts because of insufficient space.
OAFTER READING      50 CASES FROM SUBFILE FREQUENC.  END OF DATA WAS ENCOUNTERED ON LOGICAL UNIT # 8
1ClasEval                                                                  PAGE    4

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

ODESCRIB1  Can describe Apple Home System Hardware
-                                                    RELATIVE   ADJUSTED     CUM
                                        ABSOLUTE      FREQ       FREQ       FREQ
 CATEGORY LABEL                  CODE    FREQ         (PCT)      (PCT)      (PCT)
ONot at all                       1.       5          10.0       10.0       10.0
OMiddle-of-the-Road               3.      21          42.0       42.0       52.0
OVery Much                        5.      24          48.0       48.0      100.0
                                        ------       ------     ------
                                TOTAL     50         100.0      100.0
1ClasEval                                                                  PAGE    5

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

ODESCRIB1  Can describe Apple Home System Hardware
-      CODE
              I
         1.   ******  (     5)
              I  Not at all
              I
         3.   ********************  (    21)
              I  Middle-of-the-Road
              I
         5.   ************************  (    24)
              I  Very Much
              I
              I.........I.........I.........I.........I.........I
              0         10        20         30        40        50
              FREQUENCY
O
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                                  PAGE    6

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

ODESCRIB2  Can describe Micros Add-on capabilities
-                                                    RELATIVE   ADJUSTED     CUM
                                        ABSOLUTE      FREQ       FREQ       FREQ
 CATEGORY LABEL                  CODE    FREQ         (PCT)      (PCT)      (PCT)
ONot at all                       1.       5          10.0       10.0       10.0
OMiddle-of-the-Road               3.      20          40.0       40.0       50.0
OVery Much                        5.      25          50.0       50.0      100.0
                                        ------       ------     ------
                                TOTAL     50         100.0      100.0
1ClasEval                                                                  PAGE    7

 04/15/83          FILE - FREQUENC - CREATED 04/15/83
```

```
ODESCRIB2  Can describe Micros Add-on capabilities
-     CODE
          I
       1. ****** (     5)
          I  Not at all
          I
       3. ********************* (    20)
          I  Middle-of-the-Road
          I
       5. ************************** (    25)
          I  Very Much
          I
          I.........I.........I.........I.........I.........I
          0         10        20        30        40        50
          FREQUENCY
O
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                        PAGE   8

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OOPERATE   Using prewritten software,operates AppII
-                                                 RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE     FREQ      FREQ      FREQ
 CATEGORY LABEL              CODE       FREQ        (PCT)     (PCT)     (PCT)
ONot at all                    1.          8         16.0      16.0      16.0
OMiddle-of-the-Road            3.         15         30.0      30.0      46.0
OVery Much                     5.         26         52.0      52.0      98.0
ONo Response                   9.          1          2.0       2.0     100.0
                                        ------     ------    ------
                            TOTAL         50        100.0     100.0
1ClasEval                                                        PAGE   9

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OOPERATE   Using prewritten software,operates AppII
-     CODE
          I
       1. ********* (     8)
          I  Not at all
          I
       3. ***************** (    15)
          I  Middle-of-the-Road
          I
       5. ***************************** (    26)
          I  Very Much
          I
       9. ** (     1)
          I  No Response
          I
          I.........I.........I.........I.........I.........I
          0         10        20        30        40        50
          FREQUENCY
O
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                        PAGE  10

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OFLOWCHAR  Can write flowchart for computer program
```

```
-                                                    RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                 CODE     FREQ        (PCT)     (PCT)      (PCT)
ONot at all                      1.        13        26.0      26.0       26.0
OMiddle-of-the-Road              3.        13        26.0      26.0       52.0
OVery Much                       5.        24        48.0      48.0      100.0
                                         ------      ------    ------
                               TOTAL       50       100.0     100.0
1ClasEval                                                                PAGE  11

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OFLOWCHAR  Can write flowchart for computer program
-     CODE
                I
          1.    ************** (     13)
                I  Not at all
                I
          3.    ************** (     13)
                I  Middle-of-the-Road
                I
          5.    ************************ (     24)
                I  Very Much
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
0
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                                PAGE  12

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OCODE      Can code-enter simple computer program
-                                                    RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                 CODE     FREQ        (PCT)     (PCT)      (PCT)
ONot at all                      1.        15        30.0      30.0       30.0
OMiddle-of-the-Road              3.        15        30.0      30.0       60.0
OVery Much                       5.        20        40.0      40.0      100.0
                                         ------      ------    ------
                               TOTAL       50       100.0     100.0
1ClasEval                                                                PAGE  13

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OCODE      Can code-enter simple computer program
-     CODE
                I
          1.    ************************************** (     15)
                I  Not at all
                I
          3.    ************************************** (     15)
                I  Middle-of-the-Road
                I
          5.    ************************************************** (     20)
                I  Very Much
                I
                I.........I.........I.........I.........I.........I
                0         4         8         12        16        20
```

```
          FREQUENCY
0
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                    PAGE  14

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

0APPREC    Can appreciate software complexity
-                                          RELATIVE  ADJUSTED    CUM
                                  ABSOLUTE   FREQ      FREQ      FREQ
 CATEGORY LABEL            CODE    FREQ     (PCT)     (PCT)     (PCT)
0Not at all                 1.       4       8.0       8.0       8.0
0Middle-of-the-Road         3.       4       8.0       8.0      16.0
0Very Much                  5.      42      84.0      84.0     100.0
                                   -----     -----     -----
                           TOTAL     50     100.0     100.0
1ClasEval                                                    PAGE  15

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

0APPREC    Can appreciate software complexity
-     CODE
          I
       1. ***** (     4)
          I  Not at all
          I
       3. ***** (     4)
          I  Middle-of-the-Road
          I
       5. ********************************************** (    42)
          I  Very Much
          I
          I.........I.........I.........I.........I.........I
          0        10        20        30        40        50
          FREQUENCY
0
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                    PAGE  16

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

0LITERACY  Have increased computer literacy
-                                          RELATIVE  ADJUSTED    CUM
                                  ABSOLUTE   FREQ      FREQ      FREQ
 CATEGORY LABEL            CODE    FREQ     (PCT)     (PCT)     (PCT)
0Not at all                 1.       5      10.0      10.0      10.0
0Middle-of-the-Road         3.      12      24.0      24.0      34.0
0Very Much                  5.      33      66.0      66.0     100.0
                                   -----     -----     -----
                           TOTAL     50     100.0     100.0
1ClasEval                                                    PAGE  17

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

0LITERACY  Have increased computer literacy
-     CODE
          I
       1. ****** (     5)
          I  Not at all
          I
```

```
          3. ************ (     12)
             I  Middle-of-the-Road
             I
          5. ******* ********************-******** (     33)
             I  Very Much
             I
             I.........I.........I.........I.........I.........I
             0         10        20        30        40        50
             FREQUENCY
0
 VALID CASES       50       MISSING CASES      0
1ClasEval                                                      PAGE  18

 04/15/83           FILE - FREQUENC - CREATED 04/15/83

OCLASS      Class content adequate for time avail
-                                          RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE    FREQ       FREQ      FREQ
 CATEGORY LABEL          CODE      FREQ     (PCT)      (PCT)     (PCT)
ONot at all               1.          2       4.0        4.0       4.0
OMiddle-of-the-Road       3.          9      18.0       18.0      22.0
OVery Much                5.         39      78.0       78.0     100.0
                                   ------     ------     ------
                          TOTAL      50     100.0      100.0
1ClasEval                                                      PAGE   9

 04/15/83           FILE - FREQUENC - CREATED 04/15/83

OCLASS      Class content adequate for time avail
-     CODE
             I
          1. *** (      2)
             I  Not at all
             I
          3. ********** (      9)
             I  Middle-of-the-Road
             I
          5. ************************************** (     39)
             I  Very Much
             I
             I.........I.........I.........I.........I.........I
             0         10        20        30        40        50
             FREQUENCY
0
 VALID CASES       50       MISSING CASES      0
1ClasEval                                                      PAGE  20

 04/15/83           FILE - FREQUENC - CREATED 04/15/83

OENVIRON    Environment of room was comfortable
-                                          RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE    FREQ       FREQ      FREQ
 CATEGORY LABEL          CODE      FREQ     (PCT)      (PCT)     (PCT)
ONot at all               1.          5      10.0       10.0      10.0
OMiddle-of-the-Road       3.         14      28.0       28.0      38.0
OVery Much                5.         31      62.0       62.0     100.0
                                   ------     ------     ------
                          TOTAL      50     100.0      100.0
1ClasEval                                                      PAGE  21
```

```
 04/15/83          FILE - FREQUENC - CREATED 04/15/83

CENVIRON   Environment of room was comfortable
-     CODE
           I
        1. ****** (     5)
           I  Not at all
           I
        3  *************** (    14)
           I  Middle-of-the-Road
           I
        5. ********************************* (    31)
           I  Very Much
           I
           I.........I.........I.........I.........I.........I
           0         10        20        30        40        50
           FREQUENCY
O
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                    PAGE  22

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OTEACHER   Instructor knew his-her subject
-
                                          RELATIVE  ADJUSTED    CUM
                                ABSOLUTE    FREQ      FREQ      FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)     (PCT)     (PCT)
OMiddle-of-the-Road       3.       4       8.0       8.0       8.0
OVery Much                5.      46      92.0      92.0     100.0
                                 ------    ------    ------
                         TOTAL     50     100.0     100.0
1ClasEval                                                    PAGE  23

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OTEACHER   Instructor knew his-her subject
-     CODE
           I
        3. ***** (     4)
           I  Middle-of-the-Road
           I
        5. ********************************************** (    46)
           I  Very Much
           I
           I.........I.........I.........I.........I.........I
           0         10        20        30        40        50
           FREQUENCY
O
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                    PAGE  24

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OINSTRUCT  Instructor did excellent job
-
                                          RELATIVE  ADJUSTED    CUM
                                ABSOLUTE    FREQ      FREQ      FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)     (PCT)     (PCT)
OMiddle-of-the-Road       3.       7      14.0      14.0      14.0
OVery Much                5.      43      86.0      86.0     100.0
                                 ------    ------    ------
```

```
                              TOTAL      50      100.0      100.0
1ClasEval                                                        PAGE  25

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OINSTRUCT  Instructor did excellent job
-      CODE
                I
          3.    ******** (      7)
                I  Middle-of-the-Road
                I
          5.    ****************************************** (     43)
                I  Very Much
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
0
 VALID CASES       50       MISSING CASES      0
1ClasEval                                                        PAGE  26

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OPACE      Class pace was good
-
                                                RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                CODE   FREQ      (PCT)     (PCT)      (PCT)
ONot at all                     1.      5       10.0      10.0       10.0
OMiddle-of-the-Road             3.     15       30.0      30.0       40.0
OVery Much                      5.     30       60.0      60.0      100.0
                                       ---      ----      ----
                              TOTAL     50      100.0      100.0
1ClasEval                                                        PAGE  27

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OPACE      Class pace was good
-      CODE
                I
          1.    ****** (      5)
                I  Not at all
                I
          3.    ***************** (     15)
                I  Middle-of-the-Road
                I
          5.    ********************************** (     30)
                I  Very Much
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
0
 VALID CASES       50       MISSING CASES      0
1ClasEval                                                        PAGE  28

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OFLOPDISK  Like own floppy disk-eager to use progs
-
                                    ABSOLUTE  RELATIVE  ADJUSTED     CUM
                                                FREQ      FREQ       FREQ
```

```
 CATEGORY LABEL                 CODE    FREQ      (PCT)      (PCT)      (PCT)
ONot at all                      1.       3       6.0        6.0        6.0
OMiddle-of-the-Road              3.       9      18.0       18.0       24.0
OVery Much                       5.      37      74.0       74.0       98.0
ONo Response                     9.       1       2.0        2.0      100.0
                                        ---     ------     ------
                               TOTAL     50     100.0      100.0
1ClasEval                                                              PAGE  29

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OFLOPDISK  Like own floppy disk-eager to use progs
      CODE
           I
        1. **** (     3)
           I  Not at all
           I
        3. ********** (     9)
           I  Middle-of-the-Road
           I
        5. **************************************** (    37)
           I  Very Much
           I
        9. ** (     1)
           I  No Response
           I
           I.........I.........I.........I.........I.........I
           0         10        20        30        40        50
           FREQUENCY
0
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                              PAGE  30

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OTAPEDEMO  Slide tape demonstration helpful
-
                                          RELATIVE   ADJUSTED     CUM
                               ABSOLUTE     FREQ       FREQ       FREQ
 CATEGORY LABEL                 CODE      FREQ       (PCT)      (PCT)      (PCT)
ONot at all                      1.        7        14.0       14.0       14.0
OMiddle-of-the-Road              3.       17        34.0       34.0       48.0
OVery Much                       5.       20        40.0       40.0       88.0
ONot Applicable                  6.        1         2.0        2.0       90.0
ONo Response                     9.        5        10.0       10.0      100.0
                                          ---       ------     ------
                               TOTAL      50       100.0      100.0
1ClasEval                                                              PAGE  31

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OTAPEDEMO  Slide tape demonstration helpful
-     CODE
           I
        1. ******************** (     7)
           I  Not at all
           I
        3. ************************************************* (    17)
           I  Middle-of-the-Road
           I
        5. ********************************************************** (    20)
```

```
          I  Very Much
          I
        6. **** (      1)
          I  Not Applicable
          I
        9. ************** (      5)
          I  No Response
          I
          I.........I.........I.........I.........I.........I
          0         4         8         12        16        20
          FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
1ClasEval                                                    PAGE  32

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OMORTRAIN  Like to take 4 more hours of training
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE     FREQ     (PCT)      (PCT)      (PCT)
ONot at all                1.        4       8.0        8.0        8.0
OMiddle-of-the-Road        3.       11      22.0       22.0       30.0
OVery Much                 5.       31      62.0       62.0       92.0
ONo Response               9.        4       8.0        8.0      100.0
                                  ------     ------     ------
                          TOTAL      50     100.0      100.0
1ClasEval                                                    PAGE  33

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OMORTRAIN  Like to take 4 more hours of training
-     CODE
          I
        1. ***** (      4)
          I  Not at all
          I
        3. ************ (     11)
          I  Middle-of-the-Road
          I
        5. ********************************* (     31)
          I  Very Much
          I
        9. ***** (      4)
          I  No Response
          I
          I.........I.........I.........I.........I.........I
          0         10        20        30        40        50
          FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
1ClasEval                                                    PAGE  34

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OWORDPRO   Interest in Word Processing
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE     FREQ     (PCT)      (PCT)      (PCT)
OYes                       1.       30      60.0       60.0       60.0
```

```
ONo                              2.       19       38.0       38.0       98.0
O                                9.        1        2.0        2.0      100.0
                                          -----      ------     ------
                               TOTAL       50      100.0      100.0
1ClasEval                                                                PAGE  35

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OWORDPRO   Interest in Word Processing
-      CODE
                  I
          1.  ********************************* (     30)
                  I  Yes
                  I
          2.  ********************** (     19)
                  I  No
                  I
          9.  ** (      1)
                  I
                  I
                  I.........I.........I.........I.........I.........I
                  0         10        20        30        40        50
                  FREQUENCY
O
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                                PAGE  36

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

ODATABASE  Interest in Data Base use
-
                                                  RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ         FREQ
 CATEGORY LABEL                CODE  FREQ         (PCT)      (PCT)        (PCT)
OYes                             1.       18       36.0       36.0       36.0
ONo                              2.       31       62.0       62.0       98.0
O                                9.        1        2.0        2.0      100.0
                                          ------     ------     ------
                               TOTAL       50      100.0      100.0
1ClasEval                                                                PAGE  37

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

ODATABASE  Interest in Data Base use
-      CODE
                  I
          1.  ********************** (     18)
                  I  Yes
                  I
          2.  ********************************* (     31)
                  I  No
                  I
          9.  ** (      1)
                  I
                  I
                  I.........I.........I.........I.........I.........I
                  0         10        20        30        40        50
                  FREQUENCY
O
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                                PAGE  38
```

```
 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OCOMPAIDS  Interest in Computer-Aided learning
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE       FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE      FREQ       (PCT)      (PCT)      (PCT)
OYes                           1.         8        16.0       16.0       16.0
ONo                            2.        41        82.0       82.0       98.0
O                              9.         1         2.0        2.0      100.0
                                      ------     ------     ------
                            TOTAL        50       100.0      100.0
1ClasEval                                                            PAGE  39

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OCOMPAIDS  Interest in Computer-Aided learning
-     CODE
                I
          1.    ********* (      8)
                I  Yes
                I
          2.    ****************************************** (     41)
                I  No
                I
          9.    ** (      1)
                I
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
O
 VALID CASES       50      MISSING CASES      0
1ClasEval                                                            PAGE  40

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OVISICALC  Interest in VISICALC
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE       FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE      FREQ       (PCT)      (PCT)      (PCT)
OYes                           1.        16        32.0       32.0       32.0
ONo                            2.        33        66.0       66.0       98.0
O                              9.         1         2.0        2.0      100.0
                                      ------     ------     ------
                            TOTAL        50       100.0      100.0
1ClasEval                                                            PAGE  41

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OVISICALC  Interest in VISICALC
-     CODE
                I
          1.    ***************** (     16)
                I  Yes
                I
          2.    ********************************** (     33)
                I  No
                I
          9.    ** (      1)
```

```
          I
          I
          I.........I.........I.........I.........I.........I
          0        10        20        30        40        50
          FREQUENCY

0
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                    PAGE  42

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OBASIC     Interest in programming-BASIC
-
                                                RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE      FREQ      FREQ      FREQ
 CATEGORY LABEL              CODE     FREQ       (PCT)     (PCT)     (PCT)
OYes                          1.       29        58.0      58.0      58.0
ONo                           2.       20        40.0      40.0      98.0
O                             9.        1         2.0       2.0     100.0
                                     ------     ------    ------
                            TOTAL      50       100.0     100.0
1ClasEval                                                    PAGE  43

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OBASIC     Interest in programming-BASIC
-    CODE
          I
       1. ****************************** (    29)
          I  Yes
          I
       2. ********************* (    20)
          I  No
          I
       9. ** (     1)
          I
          I
          I.........I.........I.........I.........I.........I
          0        10        20        30        40        50
          FREQUENCY

0
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                    PAGE  44

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OGRAPHICS  Interest in GRAPHICS
-
                                                RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE      FREQ      FREQ      FREQ
 CATEGORY LABEL              CODE     FREQ       (PCT)     (PCT)     (PCT)
OYes                          1.        9        18.0      18.0      18.0
ONo                           2.       40        80.0      80.0      98.0
O                             9.        1         2.0       2.0     100.0
                                     ------     ------    ------
                            TOTAL      50       100.0     100.0
1ClasEval                                                    PAGE  45

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OGRAPHICS  Interest in GRAPHICS
-    CODE
```

```
                I
          1. ********** (      9)
                I  Yes
                I
          2. ****************************************** (     40)
                I  No
                I
          9. ** (      1)
                I
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
1ClasEval                                                    PAGE  46

 04/15/83           FILE - FREQUENC - CREATED 04/15/83

OSOFTWARE  Interest in Evaluation of Software
-
                                                 RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE      FREQ      FREQ        FREQ
 CATEGORY LABEL              CODE    FREQ         (PCT)     (PCT)       (PCT)
OYes                           1.       11        22.0      22.0        22.0
ONo                            2.       38        76.0      76.0        98.0
O                              9.        1         2.0       2.0       100.0
                                      ------    ------    ------
                            TOTAL       50       100.0     100.0
1ClasEval                                                    PAGE  47

 04/15/83           FILE - FREQUENC - CREATED 04/15/83

OSOFTWARE  Interest in Evaluation of Software
-     CODE
                I
          1. ************ (     11)
                I  Yes
                I
          2. ************************************** (     38)
                I  No
                I
          9. ** (      1)
                I
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
1ClasEval                                                    PAGE  48

 04/15/83           FILE - FREQUENC - CREATED 04/15/83

OMICROS    Interest in Evaluation of MICROS
-
                                                 RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE      FREQ      FREQ        FREQ
 CATEGORY LABEL              CODE    FREQ         (PCT)     (PCT)       (PCT)
OYes                           1.        6        12.0      12.0        12.0
ONo                            2.       43        86.0      86.0        98.0
O                              9.        1         2.0       2.0       100.0
```

```
                                                ------    ------    ------
                                TOTAL            50      100.0     100.0
1ClasEval                                                              PAGE  49

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OMICROS    Interest in Evaluation of MICROS
-      CODE
                  I
          1.  ******* (      6)
              I  Yes
              I
          2.  ********************************************** (     43)
              I  No
              I
          9.  ** (      1)
              I
              I
              I.........I.........I.........I.........I.........I
              0         10        20        30        40        50
              FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
1ClasEval                                                              PAGE  50

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OOTHER     Interest in OTHER areas
-
                                                RELATIVE  ADJUSTED     CUM
                                   ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL            CODE     FREQ        (PCT)     (PCT)      (PCT)
ONo                          2.       49        98.0      98.0       98.0
O                            9.        1         2.0       2.0      100.0
                                    ------    ------    ------
                                TOTAL            50      100.0     100.0
1ClasEval                                                              PAGE  51

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OOTHER     Interest in OTHER areas
-      CODE
                  I
          2.  ************************************************** (     49)
              I  No
              I
          9.  ** (      1)
              I
              I
              I.........I.........I.........I.........I.........I
              0         10        20        30        40        50
              FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
1ClasEval                                                              PAGE  52

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OREADBOOK  Plan to READ more on microcomputers
-
                                                RELATIVE  ADJUSTED     CUM
                                   ABSOLUTE      FREQ      FREQ       FREQ
```

```
 CATEGORY LABEL                 CODE    FREQ      (PCT)      (PCT)      (PCT)
OYes                             1.      35       70.0       70.0       70.0
ONo                              2.       8       16.0       16.0       86.0
OOther                           3.       1        2.0        2.0       88.0
ONo Response                     9.       6       12.0       12.0      100.0
                                        ------     ------     ------
                               TOTAL      50      100.0      100.0
1ClasEval                                                          PAGE  53

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OREADBOOK  Plan to READ more on microcomputers
-      CODE
            I
         1. ************************************ (    35)
            I  Yes
            I
         2. ********* (     8)
            I  No
            I
         3. ** (     1)
            I  Other
            :
         9. ******* (     6)
            I  No Response
            I
            I.........I.........I.........I.........I.........I
            0         10        20        30        40        50
            FREQUENCY
0
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                          PAGE  54

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OMECC      Plan to complete MECC tutorial
-
                                          RELATIVE  ADJUSTED     CUM
                               ABSOLUTE     FREQ      FREQ       FREQ
 CATEGORY LABEL                 CODE        FREQ      (PCT)      (PCT)      (PCT)
OYes                             1.        26       52.0       52.0       52.0
ONo                              2.        16       32.0       32.0       84.0
ONo Response                     9.         8       16.0       16.0      100.0
                                        ------     ------     ------
                               TOTAL      50      100.0      100.0
1ClasEval                                                          PAGE  55

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OMECC      Plan to complete MECC tutorial
-      CODE
            I
         1. ***************************** (    26)
            I  Yes
            I
         2. ***************** (    16)
            I  No
            I
         9. ********* (     8)
            I  No Response
            I
```

```
          I.........I.........I.........I.........I.........I.........I
          0         10        20        30        40        50
          FREQUENCY
0
 VALID CASES      50     MISSING CASES     0
1ClasEval                                                        PAGE  56

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OAPPLESOF  Plan to complete APPLE SOFT tutorial
-
                                                RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE        FREQ       FREQ       FREQ
 CATEGORY LABEL            CODE      FREQ        (PCT)      (PCT)      (PCT)
OYes                         1.        29        58.0       58.0       58.0
ONo                          2.        11        22.0       22.0       80.0
OOther                       3.         1         2.0        2.0       82.0
ONo Response                 9.         9        18.0       18.0      100.0
                                    ------      ------     ------
                          TOTAL        50       100.0      100.0
1ClasEval                                                        PAGE  57

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OAPPLESOF  Plan to complete APPLE SOFT tutorial
-     CODE
          I
       1. ****************************** (    29)
          I  Yes
          I
       2. ************ (    11)
          I  No
          I
       3. ** (     1)
          I  Other
          I
       9. ********** (     9)
          I  No Response
          I
          I.........I.........I.........I.........I.........I.........I
          0         10        20        30        40        50
          FREQUENCY
0
 VALID CASES      50     MISSING CASES     0
1ClasEval                                                        PAGE  58

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OMORCLASS  Plan to take 'outside' computing classes
-
                                                RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE        FREQ       FREQ       FREQ
 CATEGORY LABEL            CODE      FREQ        (PCT)      (PCT)      (PCT)
OYes                         1.        21        42.0       42.0       42.0
ONo                          2.        22        44.0       44.0       86.0
ONo Response                 9.         7        14.0       14.0      100.0
                                    ------      ------     ------
                          TOTAL        50       100.0      100.0
1ClasEval                                                        PAGE  59

 04/15/83          FILE - FREQUENC - CREATED 04/15/83
```

```
OMORCLASS  Plan to take 'outside' computing classes
-      CODE
                I
          1.    ********************** (    21)
                I  Yes
                I
          2.    ********************** (    22)
                I  No
                I
          9.    ******** (     7)
                I  No Response
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
!ClasEval                                                        PAGE  60

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OLIBCLASS  Attend LIBRARY VISICALC,WORD Pro class
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)      (PCT)      (PCT)
OYes                      1.       34      68.0       68.0       68.0
ONo                       2.       10      20.0       20.0       88.0
!No Response              9.        6      12.0       12.0      100.0
                                  -----     -----      -----
                        TOTAL      50      100.0      100.0
!ClasEval                                                        PAGE  61

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OLIBCLASS  Attend LIBRARY VISICALC,WORD Pro class
-      CODE
                I
          1.    ********************************** (    34)
                I  Yes
                I
          2.    ********** (    10)
                I  No
                I
          9.    ******* (     6)
                I  No Response
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
!ClasEval                                                        PAGE  62

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OTUTORIAL  Complete VISICALC-WORD PRO tutorial
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)      (PCT)      (PCT)
OYes                      1.       25      50.0       50.0       50.0
```

```
ONo                              2.      16      32.0      32.0      82.0
ONo Response                     9.       9      18.0      18.0     100.0
                                        ------    ------    ------
                              TOTAL      50     100.0     100.0
1ClasEval                                                        PAGE  63

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OTUTORIAL  Complete VISICALC-WORD PRO tutorial
-     CODE
                .
        1.  ************************** (     25)
            I  Yes
            I
        2.  ***************** (     16)
            I  No
            I
        9.  ********** (      9)
            I  No Response
            I
            I.........I.........I.........I.........I.........I
            0         10        20        30        40        50
            FREQUENCY
0
 VALID CASES      50      MISSING CASES      0
1ClasEval                                                        PAGE  64

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OWRITPROG  Plan to WRITE applications program
-
                                                  RELATIVE  ADJUSTED     CUM
                                 ABSOLUTE          FREQ      FREQ        FREQ
 CATEGORY LABEL          CODE    FREQ              (PCT)     (PCT)       (PCT)
OYes                      1.      14              28.0      28.0        28.0
ONo                       2.      26              52.0      52.0        80.0
OOther                    3.       1               2.0       2.0        82.0
ONo Response              9.       9              18.0      18.0       100.0
                                 -----            ------    ------
                          TOTAL    50             100.0     100.0
1ClasEval                                                        PAGE  65

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OWRITPROG  Plan to WRITE applications program
-     CODE
            I
        1.  *************** (     14)
            I  Yes
            I
        2.  ************************** (     26)
            I  No
            I
        3.  ** (      1)
            I  Other
            I
        9.  ********** (      9)
            I  No Response
            I
            I.........I.........I.........I.........I.........I
            0         10        20        30        40        50
```

```
          FREQUENCY
0
 VALID CASES      50      MISSING CASES     0
!ClasEval                                                        PAGE  66

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OUSEAPROG  Use Software hadn't used before for task
-                                                RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE     FREQ       (PCT)      (PCT)      (PCT)
OYes                          1.        26       52.0       52.0       52.0
ONo                           2.        16       32.0       32.0       84.0
OOther                        3.         3        6.0        6.0       90.0
ONo Response                  9.         5       10.0       10.0      100.0
                                      ------     ------     ------
                            TOTAL       50      100.0      100.0
!ClasEval                                                        PAGE  67

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OUSEAPROG  Use Software hadn't used before for task
-     CODE
          I
       1. ************************** (    26)
          I  Yes
          I
       2. ***************** (    16)
          I  No
          I
       3. **** (     3)
          I  Other
          I
       9. ****** (     5)
          I  No Response
          I
          I.........I.........I.........I.........I.........I
          0        10        20        30        40        50
          FREQUENCY
0
 VALID CASES      50      MISSING CASES     0
!ClasEval                                                        PAGE  68

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OWANGREC   Use WangRecordMgtSystem for lib task
-                                                RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE     FREQ       (PCT)      (PCT)      (PCT)
OYes                          1.        26       52.0       52.0       52.0
ONo                           2.        15       30.0       30.0       82.0
OOther                        3.         2        4.0        4.0       86.0
ONo Response                  9.         7       14.0       14.0      100.0
                                      ------     ------     ------
                            TOTAL       50      100.0      100.0
!ClasEval                                                        PAGE  69

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OWANGREC   Use WangRecordMgtSystem for lib task
```

```
-     CODE
                I
          1.  ********************************* (     26)
                I  Yes
                I
          2.  ***************** (     15)
                I  No
                I
          3.  *** (      2)
                I  Other
                I
          9.  ******** (      7)
                I  No Response
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
1ClasEval                                                        PAGE  70

 04/15/83           FILE - FREQUENC - CREATED 04/15/83

0WANGWORD  Use WangWordProcessSystem for 11b task
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL              CODE    FREQ        (PCT)      (PCT)       (PCT)
0Yes                          1.       28        56.0       56.0        56.0
0No                           2.       14        28.0       28.0        84.0
0Other                        3.        2         4.0        4.0        88.0
0No Response                  9.        6        12.0       12.0       100.0
                                     ------      ------     ------
                            TOTAL      50       100.0      100.0
1ClasEval                                                        PAGE  71

 04/15/83           FILE - FREQUENC - CREATED 04/15/83

0WANGWORD  Use WangWordProcessSystem for 11b task
-     CODE
                I
          1.  ********************************* (     28)
                I  Yes
                I
          2.  ***************** (     14)
                I  No
                I
          3.  *** (      2)
                I  Other
                I
          9.  ******** (      6)
                I  No Response
                I
                I.........I.........I.........I.........I.........I
                0         10        20        30        40        50
                FREQUENCY
0
 VALID CASES       50      MISSING CASES      0
1ClasEval                                                        PAGE  72

 04/15/83           FILE - FREQUENC - CREATED 04/15/83
```

```
OPURCHASE  Purchase my own personal computer
-
                                                  RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ         FREQ
 CATEGORY LABEL              CODE   FREQ          (PCT)      (PCT)        (PCT)
OYes                          1.      10          20.0       20.0         20.0
ONo                           2.      28          56.0       56.0         76.0
OOther                        3.       4           8.0        8.0         84.0
ONo Response                  9.       8          16.0       16.0        100.0
                                     ------      ------     ------
                            TOTAL      50         100.0      100.0
1ClasEval                                                              PAGE  73

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OPURCHASE  Purchase my own personal computer
-     CODE
          I
       1. ********** (     10)
          I  Yes
          I
       2. **************************** (     28)
          I  No
          I
       3. ***** (      4)
          I  Other
          I
       9. ******** (      8)
          I  No Response
          I
          I.........I.........I.........I.........I.........I
          0         10        20        30        40        50
          FREQUENCY
0
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                              PAGE  74

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OPROPOSAL  Write proposal to buy computer for lib
-
                                                  RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ         FREQ
 CATEGORY LABEL              CODE   FREQ          (PCT)      (PCT)        (PCT)
OYes                          1.       8          16.0       16.0         16.0
ONo                           2.      30          60.0       60.0         76.0
OOther                        3.       1           2.0        2.0         78.0
ONo Response                  9.      11          22.0       22.0        100.0
                                     ------      ------     ------
                            TOTAL      50         100.0      100.0
1ClasEval                                                              PAGE  75

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OPROPOSAL  Write proposal to buy computer for lib
-     CODE
          I
       1. ******** (      8)
          I  Yes
          I
       2. ****************************** (     30)
```

```
          I  No
          I
       3. ** (      1)
          I  Other
          I
       9. ********** (     11)
          I  No Response
          I
          I.........I.........I.........I.........I.........I
          0        10        20        30        40        50
          FREQUENCY
```

```
O
 VALID CASES      80      MISSING CASES     0
1ClasEval                                                    PAGE  76

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

ORECOMMEN  Recommend class to someone else
-
                                          RELATIVE   ADJUSTED    CUM
                          ABSOLUTE        FREQ       FREQ        FREQ
 CATEGORY LABEL     CODE  FREQ            (PCT)      (PCT)       (PCT)
OYes                  1.    39           78.0       78.0        78.0
ONo                   2.     4            8.0        8.0        86.0
OOther                3.     2            4.0        4.0        90.0
ONo Response          9.     5           10.0       10.0       100.0
                             ------       ------     ------
                    TOTAL    50          100.0      100.0
1ClasEval                                                    PAGE  77

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

ORECOMMEN  Recommend class to someone else
-     CODE
          I
       1. ************************************************** (     39)
          I  Yes
          I
       2. ***** (      4)
          I  No
          I
       3. *** (      2)
          I  Other
          I
       9. ****** (      5)
          I  No Response
          I
          I.........I.........I.........I.........I.........I
          0        10        20        30        40        50
          FREQUENCY
```

```
O
 VALID CASES      50      MISSING CASES     0
1ClasEval                                                    PAGE  78

 04/15/83          FILE - FREQUENC - CREATED 04/15/83

OPOSITIONAL INDEX
- VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE

  DESCRIB1     4    INSTRUCT    24    GRAPHICS    44    WRITPROG    64
  DESCRIB2     6    PACE        26    SOFTWARE    46    USEAPROG    66
```

```
  OPERATE      8    FLOPDISK    28    MICROS      48    WANGREC     68
  FLOWCHAR    10    TAPEDEMO    30    OTHER       50    WANGWORD    70
  CODE        12    MORTRAIN    32    READBOOK    52    PURCHASE    72
  APPREC      14    WOROPRO     34    MECC        54    PROPOSAL    74
  LITERACY    16    DATABASE    36    APPLESOF    56    RECOMMEN    76
  CLASS       18    COMPAIDS    38    MORCLASS    58
  ENVIRON     20    VISICALC    40    LIBCLASS    60
  TEACHER     22    BASIC       42    TUTORIAL    62
1ClassEval                                                  PAGE  79

 04/15/83          First - FREQUENC - CREATED 04/15/83

0ALPHABETIC INDEX
- VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE

  APPLESOF    56    FLOPDISK    28    OPERATE      8    TUTORIAL    62
  APPREC      14    FLOWCHAR    10    OTHER       50    USEAPROG    66
  BASIC       42    GRAPHICS    44    PACE        26    VISICALC    40
  CLASS       18    INSTRUCT    24    PROPOSAL    74    WANGREC     68
  CODE        12    LIBCLASS    60    PURCHASE    72    WANGWORD    70
  COMPAIDS    38    LITERACY    16    READBOOK    52    WOPOPRO     34
  DATABASE    36    MECC        54    RECOMMEN    76    WRITPROG    64
  DESCRIB1     4    MICROS      48    SOFTWARE    46
  DESCRIB2     6    MORCLASS    58    TAPEDEMO    30
  ENVIRON     20    MORTRAIN    32    TEACHER     22
1ClassEval                                                  04/15/83          PAGE  6

0TRANSPACE REQUIRED.          100 BYTES
        1 TRANSFORMATIONS
        3 RECODE VALUES 4 LAG VARIABLES
        0 IF/COMPUTE OPERATIONS
0CPU TIME REQUIRED.      3.55 SECONDS



                  99 finish
0           NORMAL END OF JOB.
              99 CONTROL CARDS WERE PROCESSED.
               0 ERRORS WERE DETECTED.
#Execution terminated
#LOG STOP
```

APPENDIX H

Additional Comments-- Evaluation Questionnaire

EVALUATION OUESTIONNAIRE

OTHER COMMENTS

Part #2 Items 9-11

Spend less time on graphics, music games in this 4 hour class-- more time on simple programming.

Spend more time using the computer

Homework and written materials were helpful

Smaller class sizes, it helps not to have to share time on the computer.

More time allotted for training with more challenging instruction. Had the feeling I was being talked down to sometimes.

Problem referring to curriculum in school turned me off (p. 1-3)-- would have been better if it referred to a library or a company.

Add two more hours for practical experience with assistance of instructor.

Still do not really feel comfortable with computers, but class helped.

Excellent, should conduct on various levels, and for various needs.

Would now like to take this a step further to understand the 'WHYS'.

Good introduction

Smaller classes would be helpful in order for each person to run through each program and lesson completely.

A slightly slower pace

Better quarter or environment

Part #4 Items 14-16

Use for feee lance jobs

EVALUATION QUESTIONNAIRE

OTHER COMMENTS

Part #2 Item 1

RESPONSE	
3	Too short
5	Excellent, Interesting, Informative
4	A little faster than my comprehension speed

Part #2 item 2

RESPONSE	
1	Too cold
2	Interference from others working

Part #2 item 3

RESPONSE	
5	Good communication skills
5	No doubt

Part #2 item 4

RESPONSE	
5	He did-- but believe we might have needed more time to absorb a question

Part #2 item 5

RESPONSE	
3	A little slow
5	A good pace, able to keep up easily

Part #2 item 6

RESPONSE	
5	Good idea, reinforcement
5	I look forward to using other programs

Part #2 item 8

RESPONSE	
5	Would be helpful
5	YES, YES, YES. Should be offered as a semester course.
1	Not right now without practice.
5	Would like more of what was done in second session.
-	I need time and practice in Purdy 453, plus a good basic course-- more structured and longer.

PART TWO

TABLES AND FIGURES

TABLE 1.1a

REASONS FOR CHANGES IN ATTITUDE

MICROCOMPUTER TRAINING AND ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 59)

Statement	YES f	YES %	NO f	NO %
1. I know more about how to operate a micro.	33	55.9	26	44.1
2. I still don't know how to operate a micro.	1	1.7	58	98.3
3. I know more about what micros can be used for.	26	44.1	33	55.9
4. I still don't see how micros can be used effectively in the library.	1	1.7	58	98.3
5. I enjoy using the micro.	25	42.4	34	57.6
6. I do not enjoy using the micro.	1	1.7	58	98.3
7. The 4 hour class from David Fry	20	33.9	39	66.1
8. The Osborne training	9	15.3	50	84.7
9. Other reasons for attitude changes*	13	22.0	46	78.0

*Other reasons respondents gave for positive attitude changes:
self-instruction; an adult-ed course in micros; the IBM PC course... before the experience of the last few months, I would not have considered getting a home computer, now I am considering it; reading; more hands-on experience when my son purchased the Apple II+; doing the back-up on NONESUCH, working more on OCLC; the fact that the microcomputer was made available; attitude positive to start-- positive to end

Other reasons respondents gave for having no attitude change:
If I spend anymore time than I already devoted to looking at CRT terminals, I'll go blind, become a hunchback, and a looney! (See Appendix F); general reading; neophytes teaching!-- I'm pro computer, but Osborne was not a positive experience!-- Apple was somewhat better

Other reasons respondents gave for negative attitude changes:
Limitations on use are now clear, training was poor, unrealistic numbers of people involved, & no available expertise for consultation

TABLE 1.1b

REASONS FOR CHANGES IN ATTITUDE

MICROCOMPUTER ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 35)

Statement	YES		NO	
	f	%	f	%
1. I know more about how to operate a micro.	5	14.3	30	85.7
2. I still don't know how to operate a micro.	2	5.7	33	94.3
3. I know more about what micros can be used for.	7	20.0	28	80.0
4. I still don't see how micros can be used effectively in the library.	0	0	35	100.0
5. I enjoy using the micro.	3	8.6	32	91.4
6. I do not enjoy using the micro.	0	0	35	100.0
7. The Osborne training	1	2.9	34	97.1
8. Other reasons for attitude changes	0	0	35	100.0

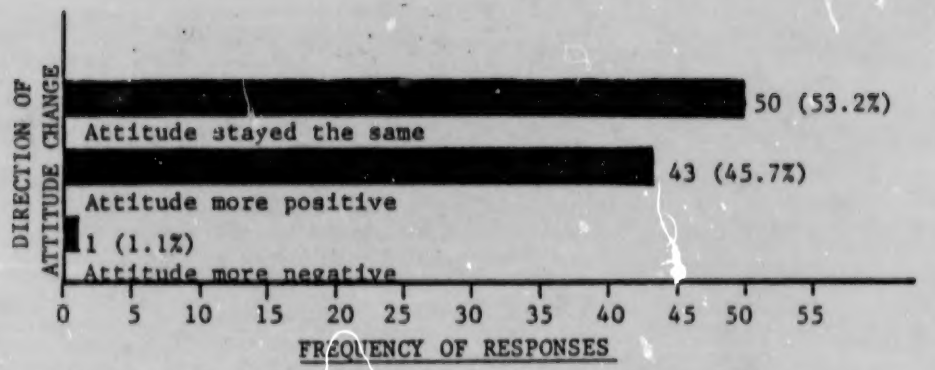


FIGURE 1.1a DIRECTION OF ATTITUDE CHANGE (N = 94)
(Responses from both questionnaires)

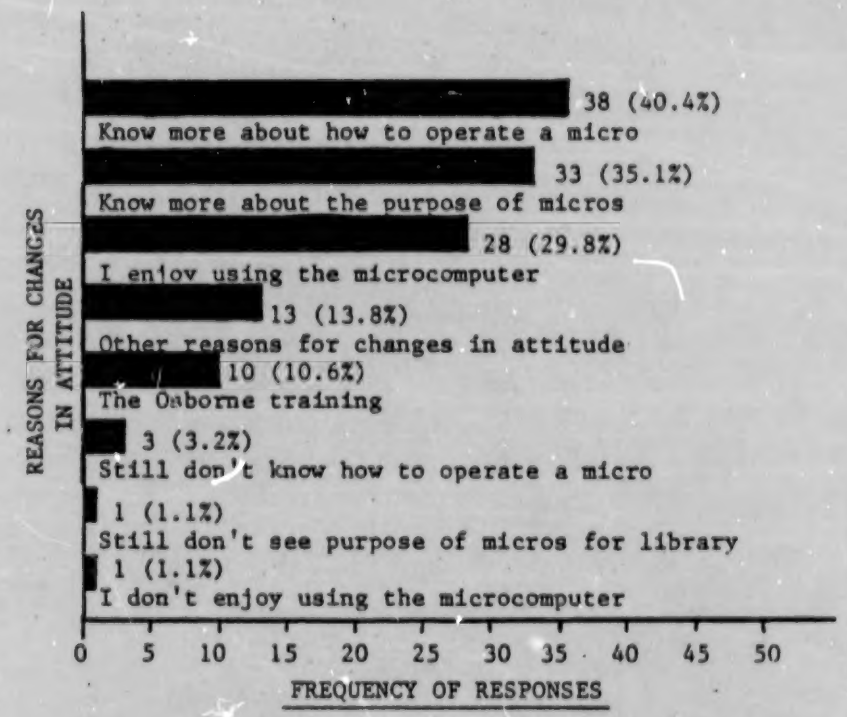

REASONS FOR CHANGES IN ATTITUDE
38 (40.4%)
Know more about how to operate a micro
33 (35.1%)
Know more about the purpose of micros
28 (29.8%)
I enjoy using the microcomputer
13 (13.8%)
Other reasons for changes in attitude
10 (10.6%)
The Osborne training
3 (3.2%)
Still don't know how to operate a micro
1 (1.1%)
Still don't see purpose of micros for library
1 (1.1%)
I don't enjoy using the microcomputer
0 5 10 15 20 25 30 35 40 45 50
FREQUENCY OF RESPONSES

FIGURE 1.1b REASONS FOR CHANGES IN ATTITUDE (N = 94)
(Responses from both questionnaires)

TABLE 1.2

AREAS IN WHICH KNOWLEDGE FROM APPLE TRAINING HAS HELPED MICROCOMPUTER TRAINING AND ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 59)

Statement	YES f	YES %	NO f	NO %
1. At work	21	35.6	38	64.4
2. At home	2	3.4	57	96.6
3. At work and at home	7	11.9	52	88.1
4. With course-work	2	3.4	57	96.6
5. Has not helped, not able to apply knowledge acquired	17	28.8	42	71.2
6. Other comments about the Apple II+ training*	12	20.3	47	79.7

*Other comments about the Apple II+ training:

Enjoyment; has capacity to help at work, but I have been unable to adapt Osborne programs to needs; better understanding of limitations & problems of automation and what procedures might benefit from it; only in an intellectual sort of way, giving enhanced grasp; helped some, but no time or reason to try to apply; other areas in which training helped (person didn't specify which areas); has assisted in course preparation; just completed the course; no time to pursue self-instruction; I haven't applied this new knowledge to anything yet; not applicable; I use OCLC heavily-- the Fry training was interesting, but not useful for me-- I found it visually uncomfortable, too-- format didn't suit my vision (See Appendix F)

TABLE 1.3

REASONS FOR NOT USING THE APPLE II+

MICROCOMPUTER TRAINING AND ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 59)

Statement	YES f	YES %	NO f	NO %
1. No time	14	23.7	45	76.3
2. No time, but plan to use later	10	16.9	49	83.1
3. No interest	5	8.5	54	91.5
4. No need	17	28.8	42	71.2
5. Other reasons for not using the Apple*	13	22.0	46	78.0

*Other reasons for not using the Apple II+:

Not applicable in my duties; not accessible to one; little meaningful opportunity; distance; difficult to apply to work when duties are in another unit; and department has a different microcomputer. Several persons decided to concentrate on the Osborne due to greater convenience and interest.

TABLE 1.4a

ADDITIONAL MICROCOMPUTER TRAINING

MICROCOMPUTER TRAINING AND ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 59)

Statement	YES f	YES %	NO f	NO %
1. Have you signed up to take the IBM PC training?	6	10.2	53	89.8
2. Are you a member of the initial 18-member training group using the Osborne?	16	27.1	43	72.9
3. Are you the main contact person for your unit?	6	10.2	53	89.8
4. Which of the following microcomputer noon-hour club meetings have you attended?				
a. Word Star	14	23.7	45	76.3
b. SUPERCALC	19	32.2	40	67.8
c. Mailmerge	10	16.9	49	83.1
d. None of these	34	57.6	25	42.4

TABLE 1.4b

ADDITIONAL MICROCOMPUTER TPAINING

MICROCOMPUTER ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 35)

Statement	YES f	YES %	NO f	NO %
1. Have you signed up to take the IBM PC training?	1	2.9	34	97.1
2. Are you a member of the initial 18-member training group using the Osborne?	5	14.3	30	85.7
3. Are you the main contact person for your unit?	2	5.7	33	94.3
4. Which of the following microcomputer noon-hour club meetings have you attended?				
a. Word Star	7	20.0	28	80.0
b. SUPERCALC	4	11.4	31	88.6
c. Mailmerge	2	5.7	33	94.3
d. None of these	26	74.3	9	25.7

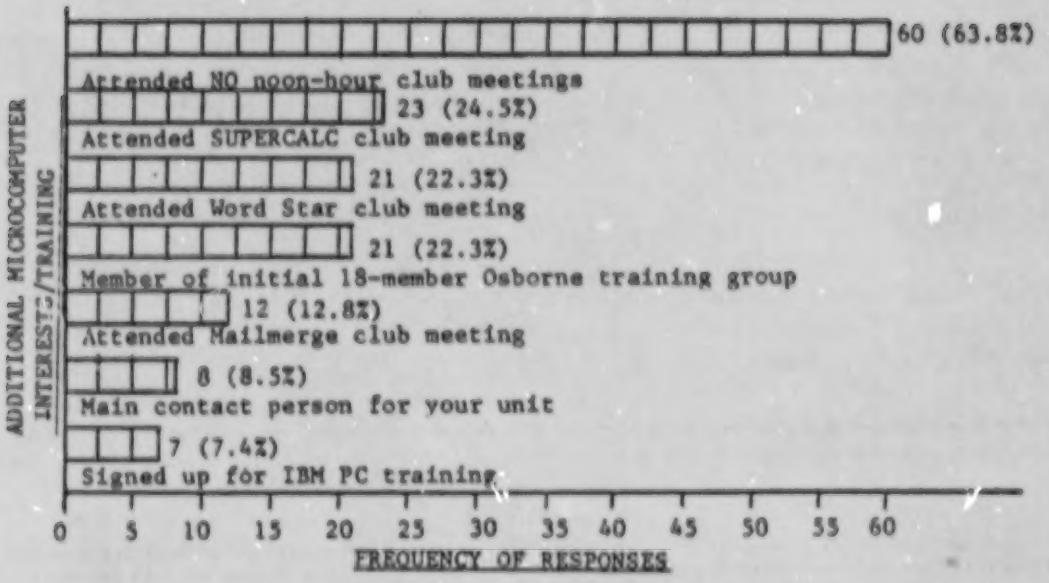

ADDITIONAL MICROCOMPUTER INTERESTS/TRAINING
60 (63.8%)
Attended NO noon-hour club meetings
23 (24.5%)
Attended SUPERCALC club meeting
21 (22.3%)
Attended Word Star club meeting
21 (22.3%)
Member of initial 18-member Osborne training group
12 (12.8%)
Attended Mailmerge club meeting
8 (8.5%)
Main contact person for your unit
7 (7.4%)
Signed up for IBM PC training
0 5 10 15 20 25 30 35 40 45 50 55 60
FREQUENCY OF RESPONSES

FIGURE 1.4 ADDITIONAL MICROCOMPUTER INTERESTS/TRAINING (N = 94) RESPONSES FROM MICROCOMPUTER TRAINING & ATTITUDE SURVEY AND MICROCOMPUTER ATTITUDE SURVEY

TABLE 1.5a

REASONS FOR NOT USING THE OSBORNE

MICROCOMPUTER TRAINING AND ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 59)

Statement	YES f	YES %	NO f	NO %
1. No time	13	22.0	46	78.0
2. No time, but plan to use later	16	27.1	43	72.9
3. No interest	4	6.8	55	93.2
4. No need	9	15.3	50	84.7
5. Other reasons for not using the Osborne*	9	15.3	50	84.7

*Other reasons for not using the Osborne:

Poor encouragement; the times I did use it were frustrating; did not know about it; on sabbatical; was on vacation during initial training period-- just now began to use-- lack of a printer; not informed about it; really not eligible-- faculty; not aware; not applicable to my job

TABLE 1.5b

REASONS FOR NOT USING THE OSBORNE

MICROCOMPUTER ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 35)

Statement	YES f	YES %	NO f	NO %
1. No time	4	11.4	31	88.6
2. No time, but plan to use later	7	20.0	28	80.0
3. No interest	6	17.1	29	82.9
4. No need	6	17.1	29	82.9
5. Other reasons for not using the Osborne*	4	11.4	31	88.6

*Other reasons for not using the Osborne:

Waiting to learn & do a program; my brother-in-law has a system in his basement that makes Osborne look like a toy!; When? Where? (no one to teach me); that I should train or the Libraries behalf is an appeal to crippled reason

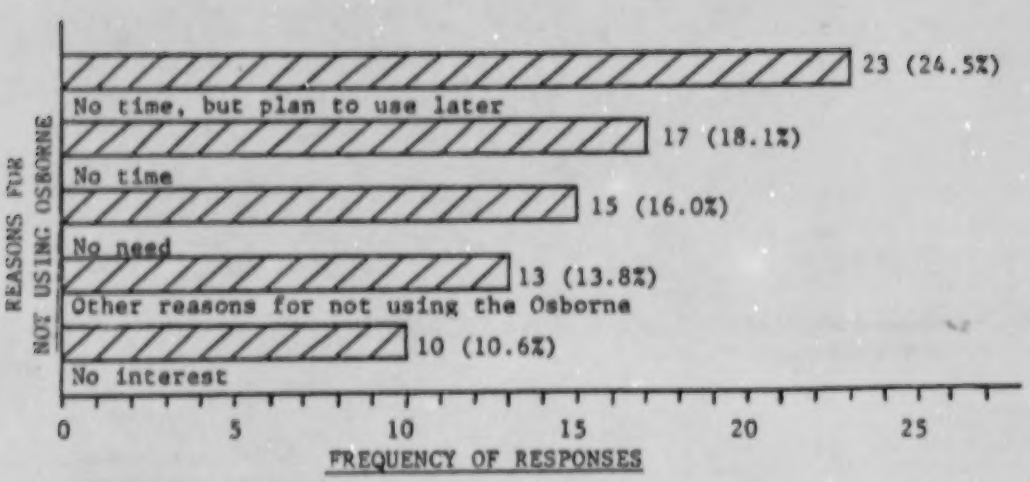


FIGURE 1.5 OTHER REASONS FOR NOT USING THE OSBORNE (N = 94) RESPONSES FROM MICROCOMPUTER TRAINING & ATTITUDE SURVEY AND MICROCOMPUTER ATTITUDE SURVEY

TABLE 1.6a

INDIVIDUAL FOLLOW-UP

MICROCOMPUTER TRAINING AND ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 59)

Statement	YES f	YES %	NO f	NO %
1. Read an article, book, or more on microcomputers.	51	86.4	8	13.6
2. Completed the MECC tutorial which was the basis for the training.	12	20.3	47	79.7
3. Completed the Applesoft tutorial.	17	28.8	42	71.2
4. Took one or more classes on computing from a community college, WSU, the Computing Services Center, or a computer store.	13	22.0	46	78.0
5. Attended a SUPERCALC or Word Processing class, given by the Libraries.	20	33.9	39	66.1
6. Completed the SUPERCALC or Word Processing tutorial.	12	20.3	47	79.7
7. Wrote an applications program.	8	13.6	51	86.4

TABLE 1.6a (Continued)

INDIVIDUAL FOLLOW-UP

MICROCOMPUTER TRAINING AND ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 59)

Statement	YES f	YES %	NO f	NO %
8. Used a software program to do a library tssk that I hadn't used before.*	16	27.1	43	72.9
9. Used the Wang Record Mgt. System to do a library task.	7	11.9	52	88.1
10. Used the Wang Word Processing System to do a library task.	8	13.6	51	86.4
11. Purchased my own personal computer.**	3	5.1	56	94.9
12. Wroter a proposal to buy a computer for a library unit.	1	1.7	58	98.3
13. Recommended the class to someone else.	23	39.0	36	61.0

*Software programs that respondents listed: working on book location chart; ELL-- Education Library Locator & MOIS-- Michigan Occupational Information System; Budget Expenditure Projection; Used Apple to make IRD lists-- have not yet adapted to Osborne; OVERDUES & RESERVES; Word Star-- for the recent acquisition list (Law Library); various documents formerly on Wang; acquisitions list; SUPERCALC; too busy, not a defect in the program; and production of a terminal-use statistics sheet using SUPERCALC, recording of meeting notes using Word Star, use of Word Star, SPELLGUARD, & GRAMMATIC. Several persons also listed the use of statistics.

**Brand of personal computer purchased: Persons did not state brand names; one person said that they already owned a computer.

TABLE 1.6b

INDIVIDUAL FOLLOW-UP

MICROCOMPUTER ATTITUDE SURVEY RESPONSES (FOLLOW-UP)

(N = 35)

Statement	YES f	YES %	NO f	NO %
1. Read an article, book, or more on microcomputers.	22	62.9	13	37.1
2. Took one or more classes on computing from a community college, WSU, the Computing Services Center, or a computer store.	9	25.7	26	74.3
3. Attended a SUPERCALC or Word Processing class, given by the Libraries.	10	28.6	25	71.4
4. Completed the SUPERCALC or Word Processing tutorial.	5	14.3	30	85.7
5. Wrote an applications program.	2	5.7	33	94.3
6. Used a software program to do a library task that I hadn't used before.*	5	14.3	30	85.7
7. Used the Wang Record Mgt. System to do a library task.	5	14.3	30	85.7
8. Used the Wang Word Processing System to do a library task.	6	17.1	29	82.9
9. Purchased my own personal computer.**	1	2.9	34	97.1
10. Wrote a proposal to buy a computer for a library unit.	0	0	35	100.0

*Software programs that respondents listed: serials activity report; statistics & budget; serials (subscription) activity reporting, bindery accounting, and bindery expenditures reporting; use of TEXTFORM thru MTS; location of items on order-- or in Library

**Brand of personal computer purchased: Have two at home-- Osborne and an IBM PC.

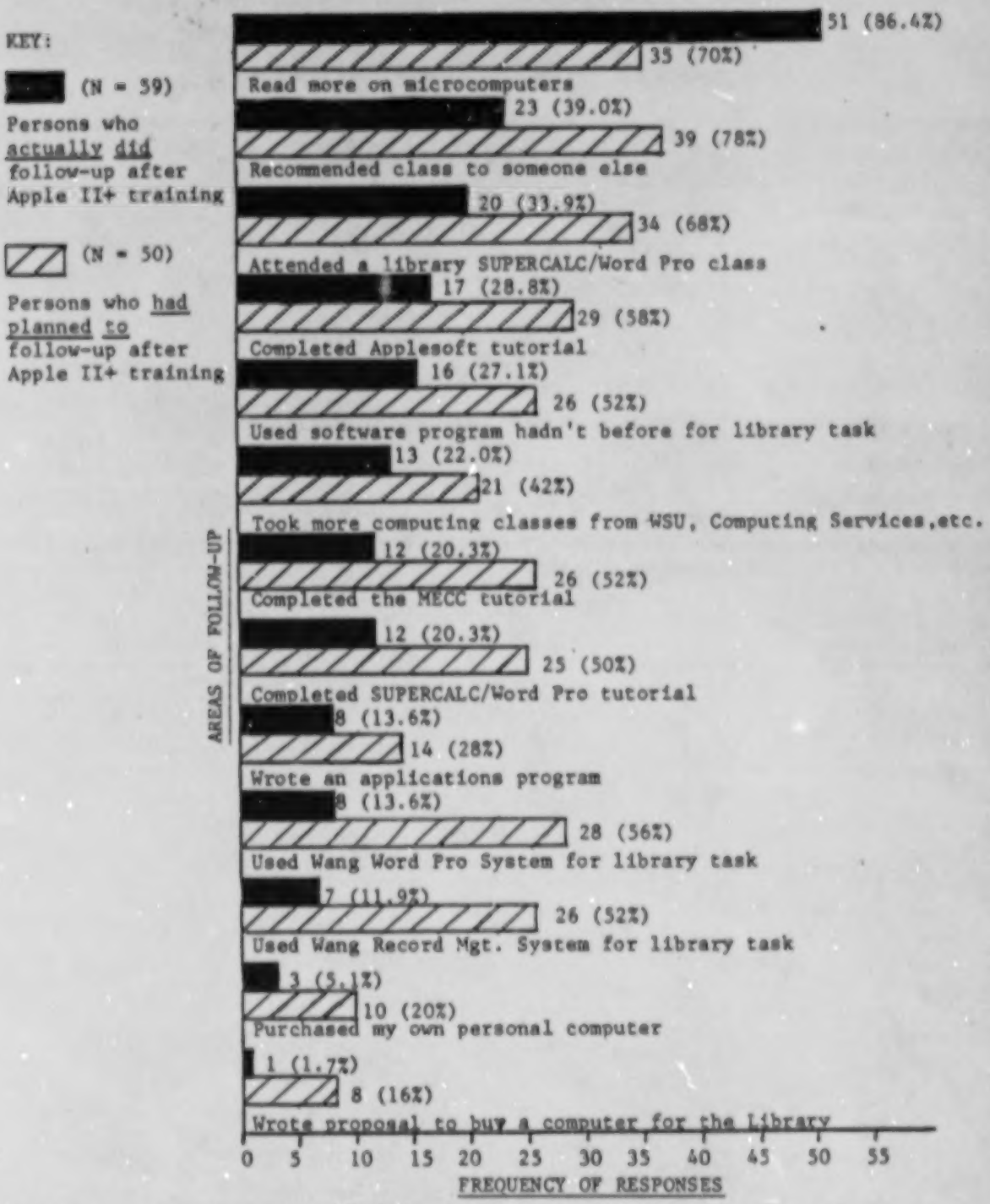


FIGURE 1.6 INDIVIDUAL FOLLOW-UP (COMPARISON BETWEEN NUMBER OF PERSONS ORIGINALLY PLANNING TO FOLLOW-UP IN A PARTICULAR AREA WITH THE NUMBER THAT ACTUALLY DID: RESPONSES FROM MICROCOMPUTER TRAINING & ATTITUDE SURVEY N=59 AND EVALUATION QUESTIONNAIRE N=50)

TABLE 1.7

THE AMOUNT RESPONDENTS FEEL THEIR COMPUTER KNOWLEDGE HAS INCREASED SINCE 8-4-82

Statement	Microcomputer Training and Attitude Follow-up Questionnaire (N=59) f	%	Microcomputer Attitude Follow-up Questionnaire (N=35) f	%
1. Not at all	3	5.1	13	37.1
2. A moderate amount	39	66.1	19	54.3
3. Very much	16	27.1	3	8.6
4. Don't know	1	1.7	0	0
TOTAL	59	100.0	35	100.0

PART TWO

APPENDIX A

Microcomputer Training and Attitude Survey,
Microcomputer Attitude Survey (Follow-up Questionnaires)

Wayne State University

Memorandum

Subject: Follow-up Questionnaire on the Microcomputer Training

From: Ruth J. Patrick, Assistant Director for Library Operations Ext. 7-4058

To: Staff who took the Training

Date: May 17, 1983

As part of our Council on Library Resources grant to study the impact of microcomputers in academic libraries, Dr. Booth and I are conducting a follow-up survey. We would appreciate it if you could take a few minutes and fill out the attached questionnaire. The purpose is to describe the effect of the training program and any change in attitude towards microcomputers since August 1982.

Action 1:

Mark the Update Session on Your Calendar

Staff who did not take the microcomputer training will be receiving a similar questionnaire as part of the follow-up study. For your information the winner of the chocolate chip cookies is Jim Ruffner. The award will be made Thursday, June 16, at the Update Session--Progress Report on Microcomputers, 12-1:00 p.m., Shiffman Library, Room 217.

Action 2:

Complete and Return the Questionnaire By May 24

Could you please complete the questionnaire and return it as soon as possible to Ruth Patrick, 455 Purdy Library. Our project was selected for the Poster Sessions at ALA, June 25 from 9:00 a.m. - 11:30 a.m., and we would like to include some data from the follow-up.

Action 3:

Complete and Return the Response Form

This questionnaire will be anonymous. However, so that we will know who to contact to remind them to return the questionnaire, please detach and return the form below:

Thanks for your assistance.

RESPONSE FORM

Please return to Ruth Patrick, Room 455 Purdy Library

Name _____

Unit _____

____ YES, I completed and returned the questionnaire.

MICRO COMPUTER TRAINING AND ATTITUDE SURVEY

FOLLOW-UP QUESTIONNAIRE

I. For the following, please check which applies to you.

1. Since the Apple II+ training, do you feel your attitude toward computers has become:

   1) ____ more positive?
   2) ____ more negative?
   3) ____ stayed the same?

2. To what do you attribute your change, if any, in attitude?

   1) ____ My attitude stayed the same.
   2) ____ I know more about how to operate a micro computer.
   3) ____ I still don't know how to operate a micro computer.
   4) ____ I know more about what micro computers can be used for.
   5) ____ I still don't see how micro computers can be used effectively in the library.
   6) ____ I enjoy using the micro computer.
   7) ____ I do not enjoy using the micro computer.
   8) ____ The 4 hour micro computer class from David Fry
   9) ____ The Osborne training
   10) ____ Other (please specify) _____

3. Has the knowledge from the training helped:

   1) ____ at work?
   2) ____ at home?
   3) ____ at work and at home?
   4) ____ with coursework?
   5) ____ Has not helped, not able to apply knowledge acquired.
   6) ____ Other (please specify) _____

4. How much do you feel your computer knowledge has increased since August 4th, 1982? (The date of the memo announcing we bought an Apple II+)

   1) ____ not at all
   2) ____ a moderate amount
   3) ____ very much

II. Please circle the number for 'yes' or 'no' for each of the items that you did.

		YES	NO
1.	Read an article, book, or more on micro computers.	1	2
2.	Completed the MECC tutorial which was the basis for the training.	1	2
3.	Completed the Applesoft tutorial.	1	2
4.	Took one or more classes on computing from a community college, WSU, the Computing Services Center, or a computer store.	1	2
5.	Attended a SUPERCALC or Word Processing class, given by the Libraries.	1	2
6.	Completed the SUPERCALC or Word Processing tutorial.	1	2
7.	Wrote an applications program.	1	2
8.	Used a software program to do a library task that I hadn't used before. (If yes, please specify which task(s).)	1	2
	_____		
	_____		
9.	Used the Wang Record Management System to do a library task.	1	2
10.	Used the Wang Word Processing System to do a library task.	1	2
11.	Purchased my own personal computer. (Please state brand name)_____	1	2
	_____		
12.	Wrote a proposal to buy a computer for a library unit.	1	2
13.	Recommended the class to someone else.	1	2
14.	OTHER (please specify _____		
	_____		
	_____		
	_____		

III. Please check the item that applies to you:

1. Since the Apple training, how much have you used the Apple computer?

1) ____ have not used it at all
2) ____ 1-5 hours (total)
3) ____ 1-5 hours per week
4) ____ 6-10 hours per week
5) ____ 11-15 hours per week
6) ____ more than 15 hours per week
7) ____ Other (please specify) _____

_____

2. If you have not used the Apple, please specify why:

1) ____ no time
2) ____ no time, but plan to use later
3) ____ no interest
4) ____ no need
5) ____ Other (please specify) _____

_____

3. Since the Apple training, has your use of <u>other</u> micro computers increased?

1) ____ yes
2) ____ no

If yes, please specify which micro computers you are using more:

_____

_____

How much more?

1) ____ 1-5 hours (total)
2) ____ 1-5 hours per week
3) ____ 6-10 hours per week
4) ____ 11-15 hours per week
5) ____ more than 15 hours per week
6) ____ Other (please specify) _____

_____

4. Have you signed up to take the IBM PC training?

1) ____ yes
2) ____ no

5. Are you a member of the initial 18-member training group using the Osborne?

   1) ____ yes
   2) ____ no

6. Are you the main contact person for your unit?

   1) ____ yes
   2) ____ no

7. Which of the following micro computer noon-hour club meetings have you attended?

   1) ____ Word Star
   2) ____ SUPERCALC
   3) ____ Mailmerge
   4) ____ None of these

8. How much time have you spent on the Osborne from Feb. 15th to May 15th? (Approximately 12 weeks)

   1) ____ 0 hours per week
   2) ____ 1 hour per week
   3) ____ 2 hours per week
   4) ____ 3 hours per week
   5) ____ 4 hours per week
   6) ____ More than 4 hours per week (please specify) _____

   _____

9. If you have not been using the Osborne, please check why:

   1) ____ No time
   2) ____ No time, but plan to use later
   3) ____ No interest
   4) ____ No need
   5) ____ Other (please specify) _____

   _____

10. What is your primary assignment?

   1) ____ Public Services
   2) ____ Technical Services
   3) ____ Other (please specify) _____

   _____

IV. If you have any suggestions which you feel will help to improve the implementation of micro computers at Wayne State University Libraries, please make them below: _____

_____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION IN FILLING THIS OUT.

Wayne State University

Memorandum

Subject: Follow-up Questionnaire on the Microcomputer Attitude Survey

From: Ruth J. Patrick, Assistant Director for Library Operations Ext. 7-4058

To: Library Staff and Library School Faculty

Date: May 17, 1983

As part of our Council on Library Resources grant to study the impact of microcomputers in academic libraries, Dr. Booth and I are conducting a follow-up survey. We would appreciate it if you could take a few minutes and fill out the attached questionnaire. The purpose is to describe any change in attitude towards microcomputers since August 1982.

Action 1:

Mark the Update Session on Your Calendar

Staff who took the microcomputer training will be receiving a similar questionnaire as part of the follow-up study. For your information the winner of the chocolate chip cookies is Jim Ruffner. The award will be made Thursday, June 16, at the Update Session--Progress Report on Microcomputers, 12-1:00 p.m., Shiffman Library, Room 217.

Action 2:

Complete and Return the Questionnaire By May 24

Could you please complete the questionnaire and return it as soon as possible to Ruth Patrick, 455 Purdy Library. Our project was selected for the Poster Sessions at ALA, June 25 from 9:00 a.m. - 11:30 a.m., and we would like to include some data from the follow-up.

Action 3:

Complete and Return the Response Form

This questionnaire will be anonymous. However, so that we will know who to contact to remind them to return the questionnaire, please detach and return the form below:

Thanks for your assistance.

RESPONSE FORM

Please return to Ruth Patrick, Room 455 Purdy Library

Name _____

Unit _____

____ YES, I completed and returned the questionnaire.

MICRO COMPUTER ATTITUDE SURVEY

FOLLOW-UP QUESTIONNAIRE

I. For the following, please check which applies to you.

1. How much do you feel your computer knowledge has increased since August 4th, 1982?(The date of the memo announcing we bought an Apple II+)

   1) ____ not at all
   2) ____ a moderate amount
   3) ____ very much

2. Since August 4th, 1982, do you feel your attitude toward computers has become:

   1) ____ more positive?
   2) ____ more negative?
   3) ____ stayed the same?

3. To what do you attribute your change, if any, in attitude?

   1) ____ My attitude stayed the same.
   2) ____ I know more about how to operate a micro computer.
   3) ____ I still don't know how to operate a micro computer.
   4) ____ I know more about what micro computers can be used for.
   5) ____ I still don't see how micro computers can be used effectively in the library.
   6) ____ I enjoy using the micro computer.
   7) ____ I do not enjoy using the micro computer.
   8) ____ The Osborne training
   9) ____ Other (please specify) _____ _____

   _____

   _____

4. Have you signed up to take the IBM PC training?

   1) ____ Yes
   2) ____ No

5. Are you a member of the initial 18-member training group using the Osborne?

   1) ____ Yes
   2) ____ No

6. Are you the main contact person for your unit?

1) ___ Yes
2) ___ No

7. Which of the following micro computer noon-hour club meetings have you attended?

1) ___ Word Star
2) ___ SUPERCALC
3) ___ Mailmerge
4) ___ None of these

8. How much time have you spent on the Osborne from Feb. 15th to May 15th? (Approximately 12 weeks)

1) ___ 0 hours per week
2) ___ 1 hour per week
3) ___ 2 hours per week
4) ___ 3 hours per week
5) ___ 4 hours per week
6) ___ More than 4 hours per week
(please specify) _____

_____

9. If you have not been using the Osborne, please check why:

1) ___ No time
2) ___ No time, but plan to use later
3) ___ No interest
4) ___ No need
5) ___ Other (please specify) _____

_____

10. What is your primary assignment?

1) ___ Public Services
2) ___ Technical Services
3) ___ Other _____

_____

II. Please circle the number for 'yes' or 'no' for each of the items that you have done since August 4th, 1982:

	YES	NO
1. Read an article, book, or more on micro computers.	1	2
2. Took one or more classes on computing from a community college, WSU, the Computing Services Center, or a computer store.	1	2

		YES	NO
3.	Attended a SUPERCALC or Word Processing class, given by the Libraries.	1	2
4.	Completed the SUPERCALC or Word Processing tutorial.	1	2
5.	Wrote an applications program.	1	2
6.	Used a software program to do a library task that I hadn't used before. (If yes, please specify which task(s).) _____ _____ _____	1	2
7.	Used the Wang Record Management System to do a library task.	1	2
8.	Used the Wang Word Processing System to do a library task.	1	2
9.	Purchased my own personal computer. (please state brand name) _____ _____	1	2
10.	Wrote a proposal to buy a computer for a library unit.	1	2
11.	OTHER (please specify) _____ _____ _____		

IV. If you have any suggestions which you feel will help to improve the implementation of micro computers at Wayne State University Libraries please make them below:

_____

_____

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION IN FILLING THIS OUT.

BEST COPY AVAILABLE

APPENDIX B

Computer Output for Microcomputer Training
and Attitude Survey

```
 Log on at 12:22:07 on 06-10-83
#$RUN *SPSS 5=FOLLOW1 8=DATATRN
.Attn!
#EDIT FOLLOW1
:REP 57
: Subfile List   first(58) Second(35)
?SUBFILE LIST    FIRST(60) SECOND(35)
:      57      SUBFILE LIST    FIRST(59) SECOND(35)
:
:MTS
#EDIT FOLLOW2
:P 2
:      2      File Name       Follow-UP FREQUENCIES FOR TRAINING
:REP 2
: File Name       Follow-UP FREQUENCIES FOR TRAINING
?FOLLOW-UP
:      2      FOLLOW-UP
:REP 2
: FOLLOW-UP
?FILE NAME       FOLLOW-UP FREQUENCIES FOR ATTITUDE
:      2      FILE NAME       FOLLOW-UP FREQUENCIES FOR ATTITUDE
:REP 57
: Subfile List   first(58) Second(35)
?SUBFILE LIST    FIRST(59) SECOND(35)
:      57      SUBFILE LIST    FIRST(59) SECOND(35)
:MTS
#EDIT FOLLOW3
:P 2
:      2      File Name       Follow-UP FREQUENCIES FOR TRAINING
:FILE NAME       FOLLOW-UP FREQUENCIES FOR TRAIN & ATTITUDE
:Unrecognizable EDIT command
:P 2
:      2      File Name       Follow-UP FREQUENCIES FOR TRAINING
:REP 2
: File Name       Follow-UP FREQUENCIES FOR TRAINING
?FILE NAME       FOLLOW-UP FREQUENCIES FOR TRAIN & ATTITUDE
:      2      FILE NAME       FOLLOW-UP FREQUENCIES FOR TRAIN & ATTITUDE
:REP 57
: Subfile List   first(58) Second(35)
?SUBFILE LIST    FIRST(59) SECOND(35)
:      57      SUBFILE LIST    FIRST(59) SECOND(35)
:MTS
#LOG ON
#$RUN *SPSS 5=FOLLOW1 8=DATATRN
#Execution begins
 !SPSS BATCH SYSTEM                                                    06/10/83        PAGE    1

  MTS/SPSS, VERSION H, RELEASE 9.1, FEBRUARY 1, 1982
0                    CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
  ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)      ORDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                           SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)          KEYWORDS: THE SPSS INC. NEWSLETTER
                           SPSS POCKET GUIDE, RELEASE 8
                           SPSS PRIMER (BRIEF INTRO TO SPSS)
 -DEFAULT SPACE ALLOCATION..     ALLOWS FOR..    102 TRANSFORMATIONS
  WORKSPACE      71690 BYTES                     409 RECODE VALUES + LAG VARIABLES
  TRANSPACE      10240 BYTES                    1841 IF/COMPUTE OPERATIONS

                                                                                                          249
                  1 Run Name       Follow1
                  2 FILE NAME      FOLLOW-UP FREQUENCIES FOR TRAINING
  248             3 Data List      fixed (1)/1
```

```
                4               Attitude,
                5               Same,
                6               Operate1,
                7               Operate2,
                8               Use1,
                9               Use2,
               10               Enjoy1,
               11               Enjoy2,
               12               Class,
               13               Osborne,
               14               Other1,
               15               Work,
               16               Home,
               17               WorkHome,
               18               Course,
               19               NoHelp,
               20               Other2,
               21               Increase,
               22               ReadBook,
               23               MECC,
               24               AppleSof,
               25               MorClass,
               26               LibClass,
               27               Tutorial,
               28               WritProg,
               29               UseAProg,
               30               WangRec,
               31               WangWord,
               32               Purchase,
               33               Proposal,
               34               Recommen,
               35               AppleUse,
               36               NoTime1,
               37               Later1,
               38               NoInter1,
               39               NoNeed1,
               40               Other3,
1Follow1                                                  06/10/83        PAGE    2

               41               OtherUse,
               42               HowMuch,
               43               IBMPC,
               44               member,
               45               Contact
               46               WordStar,
               47               SuperCal,
               48               Mailmerg,
               49               None,
               50               OsborUse,
               51               NoTime2,
               52               Later2,
               53               NoInter2,
               54               NoNeed2,
               55               Other4,
               56               Assignmt 1-53
0THE DATA LIST PROVIDES FOR  53 VARIABLES AND  1 RECORDS ('CARDS') PER CASE. A MAXIMUM OF   53 COLUMNS ARE USED ON A RECORD.

 LIST OF THE CONSTRUCTED FORMAT STATEMENT..
       (53F1.0)
```

```
 57 SUBFILE LIST    FIRST(59) SECOND(35)
 58 Input Medium    Disk
 59 Var Labels      Attitude, How has attitude changed?/
 60                 Same, My attitude stayed the same/
 61                 Operate1, Know more about how to operate a micro/
 62                 Operate3, Still don't know how to operate a micro/
 63                 Use1, Know more about purpose of micros/
 64                 Use2, Still dont see purpose of micros for Lib/
 65                 Enjoy1, I enjoy using the microcomputer/
 66                 Enjoy2, I DON'T enjoy using the microcomputer/
 67                 Class, 4 hour micro training class/
 68                 Osborne, The Osborne training/
 69                 Other1, Other reasons for Micro Attitude Change/
 70                 Work, Apple Training helped at work/
 71                 Home, Apple Training helped at home/
 72                 WorkHome, AppleTraining helped at Work & Home/
 73                 Course, Apple Training helped with Coursework/
 74                 NoHelp, Apple Training has not helped--Can't Apply/
 75                 Other2, Other Responses about Apple Training/
 76                 Increase, Computer Knowledge increase since 8-4-82?/
 77                 ReadBook, Read more on microcomputers/
 78                 MECC, Completed MECC tutorial/.
 79                 AppleSof, Completed Applesoft tutorial/
 80                 MorClass, Took 'outside' computing classes/
 81                 LibClass, Attended LIBRARY VISICALC, WORDPRO class/
 82                 Tutorial, Completed VISICALC-WORD PRO tutorial/
 83                 WritProg, Wrote an applications program/
 84                 UseAProg, Used Software hadn't before for lib task/
 85                 WangRec, Used WangRecordMgtSystem for lib Task/
 86                 WangWord, Used WangWordProcessSystem for Lib task/
 87                 Purchase, Purchased my own personal computer/
```



```
 88                 Proposal, Wrote proposal to buy computer for Lib/
 89                 Recommen, Recommended class to someone else/
 90                 AppleUse, Use of Apple Since AppleTraining:/
 91                 NoTime1, No time to use Apple/
 92                 Later1, No Time for Apple--Plan to use later/
 93                 NoInter1, No interest in Apple/
 94                 NoNeed1, No need to use Apple/
 95                 Other3, Other Reasons for NOT using Apple/
 96                 OtherUse, Did AppleTrain increase other Micro use?/
 97                 HowMuch, Use of other Micros has increased by:/
 98                 IBMPC, Have you signed up for IBM PC training?/
 99                 Member, Member initial IBMember Osbornegroup?/
100                 Contact, Main contact person for your unit?/
101                 WordStar, Attended WordStar club meeting/
102                 SuperCal, Attended SuperCal club meeting/
103                 Mailmerg, Attended Mailmerg club meeting/
104                 None, Attended NO noon-hour club meetings/
105                 OsborUse, Time spent using Osborne since 2-15-83:/
106                 NoTime2, Notime2, No time to use Osborne/
107                 Later2, No time for Osborne--Plan to use later/
108                 NoInter2, No Interest in Osborne/
109                 NoNeed2, No need to use Osborne/
110                 NoNeed2, No need to use Osborne/
111                 Other4, Other reasons for NOT using Osborne/
112                 Assignmt, What is your primary assignment?/
113 Value Labels    Attitude
114                     (1) More Positive
```

```
                        (2) More Negative
                        (3) STAYED THE SAME/
                    Same to Other2
                        (1) YES
                        (2) NO/
                    Increase
                        (1) NOT AT ALL
                        (2) A Moderate Amount
                        (3) VERY MUCH
                        (4) DON'T KNOW/
                    ReadBook to Recommen
                        (1) Yes
                        (2) NO/
                    AppleUse
                        (1) Have not used at all
                        (2) 1-5 hours total
                        (3) 1-5 hours per week
                        (4) 6-10 hours per week
                        (5) 11-15 hours per week
                        (6) over 15 hrs per week
                        (7) Other,please specify/
                    NoTime1 to OtherUse
                        (1) YES
                        (2) NO/
                    HowMuch
                        (0) Has not increased
1Follow1                                                    06/10/83        PAGE    4

                        (1) 1-5 hours total
                        (2) 1-5 hours per week
                        (3) 6-10 hours per week
                        (4) 11-15 hours per week
                        (5) over 15 hrs per week
                        (6) Other, please specify
                        (7) Didn't Specify/
                    IBMPC to None
                        (1) YES
                        (2) NO/
                    OsborUse
                        (1) 0 hours per week
                        (2) 1 hour per week
                        (3) 2 hours per week
                        (4) 3 hours per week
                        (5) 4 hours per week
                        (6) Over 4hrs per week
                        (7) OTHER-- TOTAL HRS/
                    NoTime2 to Other4
                        (1) YES
                        (2) NO/
                    Assignmt
                        (1) PublicServices
                        (2) TechnicalServices
                        (3) Administration
                        (4) Public&TechSvces
                        (5) Other, please specify
                        (6) No Response/
Run Subfiles    (first)
Frequencies     General* Attitude to Assignmt
Options         3,9
GIVEN WORKSPACE ALLOWS FOR   5120 VALUES AND   1836 LABELS PER VARIABLE FOR 'FREQUENCIES'
```

172 Read Input Data

!Follow1 PAGE 5

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OATTITUDE How has attitude changed?
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OMore Positive	1.	33	55.9	55.9	55.9
OMore Negative	2.	1	1.7	1.7	57.6
OSTAYED THE SAME	3.	25	42.4	42.4	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

!Follow1 PAGE 6

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OSAME My attitude stayed the same
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	25	42.4	42.4	42.4
ONO	2.	34	57.6	57.6	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

!Follow1 PAGE 7

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OOPERATE1 Know more about how to operate a micro
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	33	55.9	55.9	55.9
ONO	2.	26	44.1	44.1	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

!Follow1 PAGE 8

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OOPERATE2 Still don't know how to operate a micro
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	1	1.7	1.7	1.7
ONO	2.	58	98.3	98.3	100.0

```
                              TOTAL       59      100.0      100.0
0
 VALID CASES       59      MISSING CASES      0
1Follow1                                                          PAGE    9

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OUSE1       Know more about purpose of micros
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL              CODE    FREQ        (PCT)      (PCT)       (PCT)
OYES                           1.      26        44.1       44.1        44.1
ONO                            2.      33        55.9       55.9       100.0
                                     ------     ------     ------
                              TOTAL      59      100.0      100.0
0
 VALID CASES       59      MISSING CASES      0
1Follow1                                                          PAGE   10

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OUSE2       Still dont see purpose of micros for Lib
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL              CODE    FREQ        (PCT)      (PCT)       (PCT)
OYES                           1.       1         1.7        1.7         1.7
ONO                            2.      58        98.3       98.3       100.0
                                     ------     ------     ------
                              TOTAL      59      100.0      100.0
0
 VALID CASES       59      MISSING CASES      0
1Follow1                                                          PAGE   11

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OENJOY1     I enjoy using the microcomputer
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL              CODE    FREQ        (PCT)      (PCT)       (PCT)
OYES                           1.      25        42.4       42.4        42.4
ONO                            2.      34        57.6       57.6       100.0
                                     ------     ------     ------
                              TOTAL      59      100.0      100.0
0
 VALID CASES       59      MISSING CASES      0
1Follow1                                                          PAGE   12

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OENJOY2     I DON'T enjoy using the microcomputer
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL              CODE    FREQ        (PCT)      (PCT)       (PCT)
OYES                           1.       1         1.7        1.7         1.7
ONO                            2.      58        98.3       98.3       100.0
                                     ------     ------     ------
```

```
                              TOTAL      59      100.0      100.0

0
 VALID CASES       59      MISSING CASES      0
!follow!                                                          PAGE   13

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OCLASS      4 hour micro training class
-
                                                  RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE          FREQ       FREQ       FREQ
 CATEGORY LABEL            CODE     FREQ           (PCT)      (PCT)      (PCT)
OYES                         1.       20          33.9       33.9       33.9
ONO                          2.       39          66.1       66.1      100.0
                                    ------       ------     ------
                              TOTAL      59      100.0      100.0

0
 VALID CASES       59      MISSING CASES      0
!follow!                                                          PAGE   14

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OOSBORNE    The Osborne training
-
                                                  RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE          FREQ       FREQ       FREQ
 CATEGORY LABEL            CODE     FREQ           (PCT)      (PCT)      (PCT)
OYES                         1.        9          15.3       15.3       15.3
ONO                          2.       50          84.7       84.7      100.0
                                    ------       ------     ------
                              TOTAL      59      100.0      100.0

0
 VALID CASES       59      MISSING CASES      0
!follow!                                                          PAGE   15

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OOTHER1     Other reasons for Micro Attitude Change
-
                                                  RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE          FREQ       FREQ       FREQ
 CATEGORY LABEL            CODE     FREQ           (PCT)      (PCT)      (PCT)
OYES                         1.       13          22.0       22.0       22.0
ONO                          2.       46          78.0       78.0      100.0
                                    ------       ------     ------
                              TOTAL      59      100.0      100.0

0
 VALID CASES       59      MISSING CASES      0
!follow!                                                          PAGE   16

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OWORK       Apple Training helped at work
-
                                                  RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE          FREQ       FREQ       FREQ
 CATEGORY LABEL            CODE     FREQ           (PCT)      (PCT)      (PCT)
OYES                         1.       21          35.6       35.6       35.6
ONO                          2.       38          64.4       64.4      100.0
                                    ------       ------     ------
```

TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONOME Apple Training helped at home

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	2	3.4	3.4	3.4
ONO	2.	57	96.6	96.6	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONORKHOME AppleTraining helped at Work & Home

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	7	11.9	11.9	11.9
ONO	2.	52	88.1	88.1	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OCOURSE Apple Training helped with Courseework

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	2	3.4	3.4	3.4
ONO	2.	57	96.6	96.6	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONOHELP Apple Training has not helped--Can't App

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	17	28.8	28.8	28.8
ONO	2.	42	71.2	71.2	100.0

```
                              TOTAL      59      100.0      100.0

0
 VALID CASES      59      MISSING CASES     0
!Follow1                                                          PAGE  21

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OOTHER2    Other Responses about Apple Training
-
                                                 RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE         FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE    FREQ         (PCT)      (PCT)      (PCT)
OYES                            1.      12         20.3       20.3       20.3
ONO                             2.      47         79.7       79.7      100.0
                                      ------     ------     ------
                              TOTAL     59        100.0      100.0

0
 VALID CASES      59      MISSING CASES     0
!Follow1                                                          PAGE  22

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OINCREASE  Computer Knowledge increase since 8-4-82
-
                                                 RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE         FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE    FREQ         (PCT)      (PCT)      (PCT)
ONOT AT ALL                     1.       3          5.1        5.1        5.1
OA Moderate Amount              2.      39         66.1       66.1       71.2
:VERY MUCH                      3.      16         27.1       27.1       98.3
ODON'T KNOW                     4.       1          1.7        1.7      100.0
                                      ------     ------     ------
                              TOTAL     59        100.0      100.0

0
 VALID CASES      59      MISSING CASES     0
!Follow1                                                          PAGE  23

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OREADBOOK  Read more on microcomputers
-
                                                 RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE         FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE    FREQ         (PCT)      (PCT)      (PCT)
OYes                            1.      51         86.4       86.4       86.4
ONO                             2.       8         13.6       13.6      100.0
                                      ------     ------     ------
                              TOTAL     59        100.0      100.0

0
 VALID CASES      59      MISSING CASES     0
!Follow1                                                          PAGE  24

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OMECC      Completed MECC tutorial
-
                                                 RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE         FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE    FREQ         (PCT)      (PCT)      (PCT)
OYes                            1.      12         20.3       20.3       20.3
```

```
ONO                              2.      47       79.7      79.7     100.0
                                       ------    ------    ------
                               TOTAL     59       100.0     100.0

0
 VALID CASES      59      MISSING CASES     0
1Follow1                                                          PAGE  25

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OAPPLESOF  Completed Applesoft tutorial
-
                                                 RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL              CODE    FREQ        (PCT)     (PCT)      (PCT)
OYes                            1.      17       28.8      28.8      28.8
ONO                             2.      42       71.2      71.2     100.0
                                       ------    ------    ------
                               TOTAL     59       100.0     100.0

0
 VALID CASES      59      MISSING CASES     0
1Follow1                                                          PAGE  26

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OMORCLASS  Took 'outside' computing classes
-
                                                 RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL              CODE    FREQ        (PCT)     (PCT)      (PCT)
OYes                            1.      13       22.0      22.0      22.0
ONO                             2.      46       78.0      78.0     100.0
                                       ------    ------    ------
                               TOTAL     59       100.0     100.0

0
 VALID CASES      59      MISSING CASES     0
1Follow1                                                          PAGE  27

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OLIBCLASS  Attended LIBRARY VISICALC, WORDPRO class
-
                                                 RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL              CODE    FREQ        (PCT)     (PCT)      (PCT)
OYes                            1.      20       33.9      33.9      33.9
ONO                             2.      39       66.1      66.1     100.0
                                       ------    ------    ------
                               TOTAL     59       100.0     100.0

0
 VALID CASES      59      MISSING CASES     0
1Follow1                                                          PAGE  28

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OTUTORIAL  Completed VISICALC-WORD PRO tutorial
-
                                                 RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL              CODE    FREQ        (PCT)     (PCT)      (PCT)
OYes                            1.      12       20.3      20.3      20.3
```

```
ONO                              2.      47       79.7       79.7      100.0
                                       ------     ------     ------
                               TOTAL     59       100.0      100.0

O
 VALID CASES       59      MISSING CASES     0
1Follow1                                                          PAGE  29

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OWRITPROG  Wrote an applications program
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL                CODE   FREQ       (PCT)      (PCT)       (PCT)
OYes                             1.      8       13.6       13.6        13.6
ONO                              2.      51      86.4       86.4       100.0
                                       ------     ------     ------
                               TOTAL     59       100.0      100.0

O
 VALID CASES       59      MISSING CASES     0
1Follow1                                                          PAGE  30

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OUSEAPROG  Used Software hadn't before for lib task
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL                CODE   FREQ       (PCT)      (PCT)       (PCT)
OYes                             1.      16      27.1       27.1        27.1
ONO                              2.      43      72.9       72.9       100.0
                                       ------     ------     ------
                               TOTAL     59       100.0      100.0

O
 VALID CASES       59      MISSING CASES     0
1Follow1                                                          PAGE  31

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OWANGREC   Used WangRecordMgtSystem for lib Task
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL                CODE   FREQ       (PCT)      (PCT)       (PCT)
OYes                             1.      7       11.9       11.9        11.9
ONO                              2.      52      88.1       88.1       100.0
                                       ------     ------     ------
                               TOTAL     59       100.0      100.0

O
 VALID CASES       59      MISSING CASES     0
1Follow1                                                          PAGE  32

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OWANGWORD  Used WangWordProcessSystem for Lib task
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL                CODE   FREQ       (PCT)      (PCT)       (PCT)
OYes                             1.      8       13.6       13.6        13.6
```

```
ONO                              2.      51       86.4      86.4     100.0
                                       ------    ------    ------
                               TOTAL     59       100.0     100.0

O
 VALID CASES      59      MISSING CASES     0
!Follow!                                                          PAGE  33

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OPURCHASE  Purchased my own personal computer
-
                                                 RELATIVE   ADJUSTED    CUM
                                  ABSOLUTE        FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE      FREQ          (PCT)      (PCT)      (PCT)
OYes                      1.         3           5.1        5.1        5.1
ONO                       2.        56          94.9       94.9      100.0
                                   ------      ------     ------
                               TOTAL     59       100.0     100.0

O
 VALID CASES      59      MISSING CASES     0
!Follow!                                                          PAGE  34

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OPROPOSAL  Wrote proposal to buy computer for Lib
-
                                                 RELATIVE   ADJUSTED    CUM
                                  ABSOLUTE        FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE      FREQ          (PCT)      (PCT)      (PCT)
OYes                      1.         1           1.7        1.7        1.7
ONO                       2.        58          98.3       98.3      100.0
                                   ------      ------     ------
                               TOTAL     59       100.0     100.0

O
 VALID CASES      59      MISSING CASES     0
!Follow!                                                          PAGE  35

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
ORECOMMEN  Recommended class to someone else
-
                                                 RELATIVE   ADJUSTED    CUM
                                  ABSOLUTE        FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE      FREQ          (PCT)      (PCT)      (PCT)
OYes                      1.        23          39.0       39.0       39.0
ONO                       2.        36          61.0       61.0      100.0
                                   ------      ------     ------
                               TOTAL     59       100.0     100.0

O
 VALID CASES      59      MISSING CASES     0
!follow!                                                          PAGE  36

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
OAPPLEUSE  Use of Apple Since AppleTraining:
-
                                                 RELATIVE   ADJUSTED    CUM
                                  ABSOLUTE        FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE      FREQ          (PCT)      (PCT)      (PCT)
OHave not used at all     1.        38          64.4       64.4       64.4
```

01-5 hours total	3.	14	23.7	23.7	88.1
06-10 hours per week	4.	1	1.7	1.7	89.8
011-15 hours per week	5.	1	1.7	1.7	91.5
0Other,please specify	7.	5	8.5	8.5	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONOTIME1 No time to use Apple
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	14	23.7	23.7	23.7
ONO	2.	45	76.3	76.3	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OLATER1 No Time for Apple--Plan to use later
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	10	16.9	16.9	16.9
ONO	2.	49	83.1	83.1	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONOINTER1 No Interest in Apple
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	5	8.5	8.5	8.5
ONO	2.	54	91.5	91.5	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONONEED1 No need to use Apple
-

			RELATIVE	ADJUSTED	CUM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
OYES	1.	17	28.8	28.8	28.8
ONO	2.	42	71.2	71.2	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OOTHER3 Other Reasons for NOT using Apple
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	13	22.0	22.0	22.0
ONO	2.	46	78.0	78.0	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OOTHERUSE Did AppleTrain increase other Micro use?
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	28	47.5	47.5	47.5
ONO	2.	31	52.5	52.5	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OHOWMUCH Use of other Micros has increased by:
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OHas not increased	0.	31	52.5	52.5	52.5
O1-5 hours total	1.	11	18.6	18.6	71.2
O1-5 hours per week	2.	10	16.9	16.9	88.1
O6-10 hours per week	3.	4	6.8	6.8	94.9
Oover 15 hrs per week	5.	1	1.7	1.7	96.6
OOther, please specif	6.	1	1.7	1.7	98.3
OOIdn't Specify	7.	1	1.7	1.7	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OIBMPC Have you signed up for IBM PC training?
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	6	10.2	10.2	10.2
ONO	2.	53	89.8	89.8	100.0
	TOTAL	59	100.0	100.0	

O
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OMEMBER Member initial IBMember Osbornegroup?
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	16	27.1	27.1	27.1
ONO	2.	43	72.9	72.9	100.0
	TOTAL	59	100.0	100.0	

O
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OCONTACT Main contact person for your unit?
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	6	10.2	10.2	10.2
ONO	2.	53	89.8	89.8	100.0
	TOTAL	59	100.0	100.0	

O
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OWORDSTAR Attended WordStar club meeting
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	14	23.7	23.7	23.7
ONO	2.	45	76.3	76.3	100.0
	TOTAL	59	100.0	100.0	

O
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OSUPERCAL Attended SuperCal club meeting
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	19	32.2	32.2	32.2
ONO	2.	40	67.8	67.8	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OMAILMERG Attended Mailmerg club meeting
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	10	16.9	16.9	16.9
ONO	2.	49	83.1	83.1	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONONE Attended NO noon-hour club meetings
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	34	57.6	57.6	57.6
ONO	2.	25	42.4	42.4	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 59 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OOSBORUSE Time spent using Osborne since 2-15-83:
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OO hours per week	1.	34	57.6	57.6	57.6
O1 hour per week	2.	11	18.6	18.6	76.3
O2 hours per week	3.	5	8.5	8.5	84.7
O3 hours per week	4.	1	1.7	1.7	86.4
O4 hours per week	5.	2	3.4	3.4	89.8
OOver 4hrs per week	6.	4	6.8	6.8	96.6
OOTHER-- TOTAL HRS	7.	2	3.4	3.4	100.0

	TOTAL	99	100.0	100.0

0
VALID CASES 99 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONOTIME2 Notime2, No time to use Osborne

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	13	22.0	22.0	22.0
ONO	2.	46	78.0	78.0	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 99 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
OLATER2 No time for Osborne--Plan to use later

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	16	27.1	27.1	27.1
ONO	2.	43	72.9	72.9	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 99 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONOINTER2 No Interest in Osborne

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	4	6.8	6.8	6.8
ONO	2.	55	93.2	93.2	100.0
	TOTAL	59	100.0	100.0	

0
VALID CASES 99 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE FIRST
ONONEED2 No need to use Osborne

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	9	15.3	15.3	15.3
ONO	2.	50	84.7	84.7	100.0

```
                              TOTAL      59      100.0      100.0

0
 VALID CASES       59      MISSING CASES     0
tfollow1                                                          PAGE  56

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
0OTHER4    Other reasons for NOT using Osborne
-
                                                 RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE      FREQ      FREQ        FREQ
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)       (PCT)
0YES                             1.       9       15.3      15.3        15.3
0NO                              2.      50       84.7      84.7       100.0
                                       ------    ------    ------
                              TOTAL      59      100.0      100.0

0
 VALID CASES       59      MISSING CASES     0
tfollow1                                                          PAGE  57

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
0ASSIGNMT  What is your primary assignment?
-
                                                 RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE      FREQ      FREQ        FREQ
 CATEGORY LABEL                CODE    FREQ      (PCT)     (PCT)       (PCT)
0PublicServices                  1.      22       37.3      37.3        37.3
0TechnicalServices               2.      21       35.6      35.6        72.9
0Administration                  3.       3        5.1       5.1        78.0
0Public&TechSvces                4.       3        5.1       5.1        83.1
0Other, please specif            5.       7       11.9      11.9        94.9
0No Response                     6.       3        5.1       5.1       100.0
                                       ------    ------    ------
                              TOTAL      59      100.0      100.0

0
 VALID CASES       59      MISSING CASES     0
tfollow1                                                          PAGE  58

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
0POSITIONAL INDEX
- VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE

  ATTITUDE     5    COURSE      19    PURCHASE    33    WORDSTAR    47
  SAME         6    NOHELP      20    PROPOSAL    34    SUPERCAL    48
  OPERATE1     7    OTHER2      21    RECOMMEN    35    MAILMERG    49
  OPERATE2     8    INCREASE    22    APPLEUSE    36    NONE        50
  USE1         9    READBOOK    22    NOTIME1     37    OSBORUSE    51
  USE2        10    MECC        24    LATER1      38    NOTIME2     52
  ENJOY1      11    APPLE[illegible]  25    NOINTER1    39    LATER2      53
  ENJOY2      12    MORCLASS    26    NONEED1     40    NOINTER2    54
  CLASS       13    LIBCLASS    27    OTHER3      41    NONEED2     55
  OSBORNE     14    TUTORIAL    28    OTHERUSE    42    OTHER4      56
  OTHER1      15    WRITPROG    29    HOWMUCH     43    ASSIGNMT    57
  WORK        16    USEAPROG    30    IBMPC       44
  HOME        17    WANGREC     31    MEMBER      45
  WORKHOME    18    WANGWORD    32    CONTACT     46
tfollow1                                                          PAGE  59
```

```
06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE FIRST
@ALPHABETIC INDEX
- VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE    VARIABLE  PAGE

  APPLESOF    25    LATER2      53    OPERATE1     7    SUPERCAL    48
  APPLEUSE    36    LIBCLASS    27    OPERATE2     8    TUTORIAL    28
  ASSIGNMT    57    MAILMERG    49    OSBORNE     .4    USEAPROG    30
  ATTITUDE     5    MECC        24    OSBORUSE    51    USE1         9
  CLASS       13    MEMBER      45    OTHERUSE    42    USE2        10
  CONTACT     46    MORCLASS    26    OTHER1      15    WANGREC     31
  COURSE      19    NOHELP      20    OTHER2      21    WANGWORD    32
  ENJOY1      11    NOINTER1    39    OTHER3      41    WORDSTAR    47
  ENJOY2      12    NOINTER2    54    OTHER4      56    WORK        16
  HOME        17    NONE        50    PROPOSAL    34    WORKHOME    18
  HOWMUCH     43    NONEED1     40    PURCHASE    33    WRITPROG    29
  IBMPC       44    NONEED2     55    READBOOK    23
  INCREASE    22    NOTIME1     37    RECOMMEN    35
  LATER1      38    NOTIME2     53    SAME         6
!follow!                                                 06/10/83        PAGE   60

OCPU TIME REQUIRED..     1.38 SECONDS


                  173 Finish
0           NORMAL END OF JOB.
              173 CONTROL CARDS WERE PROCESSED.
                0 ERRORS WERE DETECTED.
#Execution terminated
#LOG STOP
```

APPENDIX C

Computer Output for Microcomputer Attitude Survey

a222

```
Log on at 13:03:16 on 08-10-83
#$RUN *SPSS 5=FOLLOW2 8=DATATRN
#Execution begins
 !SPSS BATCH SYSTEM                                                    08/10/83        PAGE    1

 MTS/SPSS, VERSION H, RELEASE 9.1, FEBRUARY 1, 1982
0                    CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
 ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)      ORDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                          SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)        KEYWORDS: THE SPSS INC. NEWSLETTER
                          SPSS POCKET GUIDE, RELEASE 9
                          SPSS PRIMER (BRIEF INTRO TO SPSS)
-DEFAULT SPACE ALLOCATION .     ALLOWS FOR . .    100 TRANSFORMATIONS
 WORKSPACE     71680 BYTES                       400 RECODE VALUES * LAG VARIABLES
 TRANSPACE     90240 BYTES                      1041 IF/COMPUTE OPERATIONS

                1 Run Name       Follow1
                2 FILE NAME      FOLLOW-UP FREQUENCIES FOR ATTITUDE
                3 Data List      Fixed (11/1
                4                Attitude,
                5                Same,
                6                Operate1,
                7                Operate2,
                8                Use1,
                9                Use2,
               10                Enjoy1,
               11                Enjoy2,
               12                Class,
               13                Osborne,
               14                Other1,
               15                Work,
               16                Home,
               17                WorkHome,
               18                Course,
               19                NoHelp,
               20                Other2,
               21                Increase,
               22                ReadBook,
               23                RECC,
               24                AppleSof,
               25                BorClass,
               26                CitClass,
               27                Tutorial,
               28                WritProg,
               29                UseAProg,
               30                WangRec,
               31                WangWord,
               32                Purchase,
               33                Proposal,
               34                Recommen,
               35                AppleUse,
               36                NoTime1,
               37                Later1,
               38                NoInter1,
               39                NoNeed1,
               40                Other2.
 !Follow1                                                              08/10/83        PAGE    2

               41                OtherUse,
               42                HowMuch,
               43                IBMPC.
```

```
                 44                member,
                 45                Contact
                 46                WordStar,
                 47                SuperCal,
                 48                Mailmerg,
                 49                None,
                 50                OsborUse,
                 51                NoTime2,
                 52                Later2,
                 53                NoInter2,
                 54                NoNeed2,
                 55                Other4,
                 56                Assignmt 1-53
OTHE DATA LIST PROVIDES FOR  53 VARIACLES AND  1 RECORDS ('CARDS') PER CASE. A MAXIMUM OF   53 COLUMNS ARE USED ON A RECORD.

 LIST OF THE CONSTRUCTED FORMAT STATEMENT..
        (53F1.0)

                 57 SUBFILE LIST   FIRST(59) SECOND(36)
                 58 Input Medium   Disk
                 59 Var Labels     Attitude, How has attitude changed?/
                 60                Same, My attitude stayed the same/
                 61                Operate1, Know more about how to operate a micro/
                 62                Operate2, Still don't know how to operate a micro/
                 63                Use1, Know more about purpose of micros/
                 64                Use2, Still dont see purpose of micros for Lib/
                 65                Enjoy1, I enjoy using the microcomputer/
                 66                Enjoy2, I DON'T enjoy using the microcomputer/
                 67                Class, 4 hour micro training class/
                 68                Osborne, The Osborne training/
                 69                Other1, Other reasons for Micro Attitude Change/
                 70                Work, Apple Training helped at work/
                 71                Home, Apple Training helped at home/ ,
                 72                WorkHome, AppleTraining helped at Work & Home/
                 73                Course, Apple Training helped with Coursework/
                 74                NoHelp, Apple Training has not helped--Can't Apply/
                 75                Other2, Other Responses about Apple Training/
                 76                Increase, Computer Knowledge increase since 8-4-82?/
                 77                ReadBook, Read more on microcomputers/
                 78                MECC, Completed MECC tutorial/
                 79                AppleSof, Completed Applesoft tutorial/
                 80                MorClass, Took 'outside' computing classes/
                 81                LibClass, Attended LIBRARY VISICALC, WORDPRO class/
                 82                Tutorial, Completed VISICALC-WORD PRO tutorial/
                 83                WritProg, Wrote an applications program/
                 84                UseAProg, Used Software hadn't before for lib task/
                 85                WangRec, Used WangRecordMgtSystem for lib Task/
                 86                WangWord, Used WangWordProcessSystem for Lib task/
                 87                Purchase, Purchased my own personal computer/
!Follow1                                                    06/10/83        PAGE    3

                 88                Proposal, Wrote proposal to buy computer for Lib/
                 89                Recommen, Recommended class to someone else/
                 90                AppleUse, Use of Apple Since AppleTraining:/
                 91                NoTime1, No time to use Apple/
                 92                Later1, No Time for Apple--Plan to use later/
                 93                NoInter1, No interest in Apple/
                 94                NoNeed1, No need to use Apple/
                 95                Other3, Other Reasons for NOT using Apple/
                 96                OtherUse, Did AppleTrain increase other Micro use?/
```

```
 97                  HowMuch, Use of other Micros has increased by:/
 98                  IBMPC, Have you signed up for IBM PC training?/
 99                  Member, Member initial IBMember*Osbornegroup?/
100                  Contact, Main contact person for your unit?/
101                  WordStar, Attended WordStar club meeting/
102                  SuperCal, Attended SuperCal club meeting/
103                  Mailmerg, Attended Mailmerg club meeting/
104                  None, Attended NO noon-hour club meetings/
105                  OsborUse, Time spent using Osborne since 2-15-83:/
106                  NoTime2, Notime2, No time to use Osborne/
107                  Later2, No time for Osborne--Plan to use later/
108                  NoInter2, No interest in Osborne/
109                  NoNeed2, No need to use Osborne/
110                  NoNeed2, No need to use Osborne/
111                  Other4, Other reasons for NOT using Osborne/
112                  Assignmt, What is your primary assignment?/
113 Value Labels     Attitude
114                       (1) More Positive
115                       (2) More Negative
116                       (3) STAYED THE SAME/
117                  Same to Other2
118                       (1) YES
119                       (2) NO/
120                  Increase
121                       (1) NOT AT ALL
122                       (2) A Moderate Amount
123                       (3) VERY MUCH
124                       (4) DON'T KNOW/
125                  ReadBook to Recommen
126                       (1) Yes
127                       (2) NO/
128                  AppleUse
129                       (1) Have not used at all
130                       (2) 1-5 hours total
131                       (3) 1-5 hours per week
132                       (4) 6-10 hours per week
133                       (5) 11-15 hours per week
134                       (6) over 15 hrs per week
135                       (7) Other,please specify/
136                  NoTime1 to OtherUse
137                       (1) YES
138                       (2) NO/
139                       HowMuch
140                       (0) Has not increased
1Follow1                                                    06/10/83        PAGE    4

141                       (1) 1-5 hours total
142                       (2) 1-5 hours per week
143                       (3) 6-10 hours per week
144                       (4) 11-15 hours per week
145                       (5) over 15 hrs per week
146                       (6) Other, please specify
147                       (7) Didn't Specify/
148                  IBMPC to None
149                       (1) YES
150                       (2) NO/
151                  OsborUse
152                       (1) 0 hours per week
153                       (2) 1 hour per week
154                       (3) 2 hours per week
```

```
                155                     (4) 3 hours per week
                156                     (5) 4 hours per week
                157                     (6) Over 4hrs per week
                158                     (7) OTHER-- TOTAL HRS/
                159                 NoTime2 to Other4
                160                     (1) YES
                161                     (2) NO/
                162                 Assignmt
                163                     (1) PublicServices
                164                     (2) TechnicalServices
                165                     (3) Administration
                166                     (4) Public&TechSvces
                167                     (5) Other, please specify
                168                     (6) No Response/
                169 RUN SUBFILES    (SECOND)
                170 FREQUENCIES     GENERAL + ATTITUDE TO ENJOY2
                171                         OSBORNE OTHER1 INCREASE READBOOK
                172                         WORCLASS TO PROPOSAL IBMPC TO ASSIGNMT
                173 Options         3,9
OGIVEN WORKSPACE ALLOWS FOR   5120 VALUES AND   1536 LABELS PER VARIABLE FOR 'FREQUENCIES'

                174 Read Input Data
1Follow1                                                                PAGE    5

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OATTITUDE  How has attitude changed?
-
                                        RELATIVE   ADJUSTED     CUM
                              ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL         CODE    FREQ     (PCT)      (PCT)      (PCT)
OMore Positive             1.      10     28.6       28.6       28.6
OSTAYED THE SAME           3.      25     71.4       71.4      100.0
                                ------   ------     ------
                       TOTAL      35     100.0      100.0

O
 VALID CASES      35      MISSING CASES     0
1Follow1                                                                PAGE    6

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OSAME      My attitude stayed the same
-
                                        RELATIVE   ADJUSTED     CUM
                              ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL         CODE    FREQ     (PCT)      (PCT)      (PCT)
OYES                       1.      25     71.4       71.4       71.4
OND                        2.      10     28.6       28.6      100.0
                                ------   ------     ------
                       TOTAL      35     100.0      100.0

O
 VALID CASES      35      MISSING CASES     0
1Follow1                                                                PAGE    7

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OOPERATE1  Know more about how to operate a micro
-
                                        RELATIVE   ADJUSTED     CUM
                              ABSOLUTE    FREQ       FREQ       FREQ
```

```
 CATEGORY LABEL                CODE     FREQ      (PCT)      (PCT)      (PCT)
OYES                             1.        5      14.3       14.3       14.3
ONO                              2.       30      85.7       85.7      100.0
                                        ------     ------     ------
                              TOTAL      35      100.0      100.0
O
 VALID CASES       35      MISSING CASES     0
!Follow!                                                          PAGE    8

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OOPERATE2  Still don't know how to operate a micro
-                                                  RELATIVE   ADJUSTED     CUM
                                      ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL                CODE     FREQ      (PCT)      (PCT)      (PCT)
OYES                             1.        2       5.7        5.7        5.7
ONO                              2.       33      94.3       94.3      100.0
                                        ------     ------     ------
                              TOTAL      35      100.0      100.0
O
 VALID CASES       35      MISSING CASES     0
!Follow!                                                          PAGE    9

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OUSE1      Know more about purpose of micros
-                                                  RELATIVE   ADJUSTED     CUM
                                      ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL                CODE     FREQ      (PCT)      (PCT)      (PCT)
OYES                             1.        7      20.0       20.0       20.0
ONO                              2.       28      80.0       80.0      100.0
                                        ------     ------     ------
                              TOTAL      35      100.0      100.0
O
 VALID CASES       35      MISSING CASES     0
!Follow!                                                          PAGE   10

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OUSE2      Still dont see purpose of micros for Lib
-                                                  RELATIVE   ADJUSTED     CUM
                                      ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL                CODE     FREQ      (PCT)      (PCT)      (PCT)
ONO                              2.       35     100.0      100.0      100.0
                                        ------     ------     ------
                              TOTAL      35      100.0      100.0
O
 VALID CASES       35      MISSING CASES     0
!Follow!                                                          PAGE   11

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OENJOY!    I enjoy using the microcomputer
-                                                  RELATIVE   ADJUSTED     CUM
                                      ABSOLUTE      FREQ       FREQ        FREQ
 CATEGORY LABEL                CODE     FREQ      (PCT)      (PCT)      (PCT)
```

```
OYES                              1.        3        8.6        8.6        8.6
ONO                               2.       32       91.4       91.4      100.0
                                          ------     ------     ------
                                  TOTAL    35       100.0      100.0

O
 VALID CASES      35      MISSING CASES     0
!Follow!                                                          PAGE  12

 06/10/83          FILE - FOLLOW   - CREATED 06/10/83

 SUBFILE SECOND
OENJOY2    I DON'T enjoy using the microcomputer
-
                                                  RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE          FREQ       FREQ       FREQ
 CATEGORY LABEL                   CODE   FREQ       (PCT)      (PCT)      (PCT)
ONO                               2.       35       100.0      100.0      100.0
                                          ------     ------     ------
                                  TOTAL    35       100.0      100.0

O
 VALID CASES      35      MISSING CASES     0
!Follow!                                                          PAGE  13

 06/10/83          FILE - FOLLOW   - CREATED 06/10/83

 SUBFILE SECOND
OOSBORNE   The Osborne training
-
                                                  RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE          FREQ       FREQ       FREQ
 CATEGORY LABEL                   CODE   FREQ       (PCT)      (PCT)      (PCT)
OYES                              1.        1        2.9        2.9        2.9
ONO                               2.       34       97.1       97.1      100.0
                                          ------     ------     ------
                                  TOTAL    35       100.0      100.0

O
 VALID CASES      35      MISSING CASES     0
!Follow!                                                          PAGE  14

 06/10/83          FILE - FOLLOW   - CREATED 06/10/83

 SUBFILE SECOND
OOTHER1    Other reasons for Micro Attitude Change
-
                                                  RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE          FREQ       FREQ       FREQ
 CATEGORY LABEL                   CODE   FREQ       (PCT)      (PCT)      (PCT)
ONO                               2.       35       100.0      100.0      100.0
                                          ------     ------     ------
                                  TOTAL    35       100.0      100.0

O
 VALID CASES      35      MISSING CASES     0
!Follow!                                                          PAGE  15

 06/10/83          FILE - FOLLOW   - CREATED 06/10/83

 SUBFILE SECOND
OINCREASE  Computer Knowledge increase since 8-4-82
-
                                                  RELATIVE   ADJUSTED     CUM
                                  ABSOLUTE          FREQ       FREQ       FREQ
 CATEGORY LABEL                   CODE   FREQ       (PCT)      (PCT)      (PCT)
ONOT AT ALL                       1.       13       37.1       37.1       37.1
OA Moderate Amount                3.       19       54.3       54.3       91.4
```

```
OVERY MUCH                        3.       3        8.6       8.6     100.0
                                           ------   ------    ------
                                  TOTAL    35       100.0     100.0

O
 VALID CASES       35      MISSING CASES      0
1Follow1                                                                PAGE  16

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OREADBOOK  Read more on microcomputers
-
                                                  RELATIVE  ADJUSTED    CUM
                                  ABSOLUTE        FREQ      FREQ        FREQ
 CATEGORY LABEL            CODE   FREQ            (PCT)     (PCT)       (PCT)
OYes                         1.      22          62.9      62.9        62.9
ONO                          2.      13          37.1      37.1       100.0
                                     ------      ------    ------
                          TOTAL      35          100.0     100.0

O
 VALID CASES       35      MISSING CASES      0
1Follow1                                                                PAGE  17

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OMORCLASS  Took 'outside' computing classes
-
                                                  RELATIVE  ADJUSTED    CUM
                                  ABSOLUTE        FREQ      FREQ        FREQ
 CATEGORY LABEL            CODE   FREQ            (PCT)     (PCT)       (PCT)
OYes                         1.       9          25.7      25.7        25.7
ONO                          2.      26          74.3      74.3       100.0
                                     ------      ------    ------
                          TOTAL      35          100.0     100.0

O
 VALID CASES       35      MISSING CASES      0
1Follow1                                                                PAGE  18

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OLIBCLASS  Attended LIBRARY VISICALC, WORDPRO class
-
                                                  RELATIVE  ADJUSTED    CUM
                                  ABSOLUTE        FREQ      FREQ        FREQ
 CATEGORY LABEL            CODE   FREQ            (PCT)     (PCT)       (PCT)
OYes                         1.      10          28.6      28.6        28.6
ONO                          2.      25          71.4      71.4       100.0
                                     ------      ------    ------
                          TOTAL      35          100.0     100.0

O
 VALID CASES       35      MISSING CASES      0
1Follow1                                                                PAGE  19

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OTUTORIAL  Completed VISICALC-WORD PRO tutorial
-
                                                  RELATIVE  ADJUSTED    CUM
                                  ABSOLUTE        FREQ      FREQ        FREQ
 CATEGORY LABEL            CODE   FREQ            (PCT)     (PCT)       (PCT)
OYes                         1.       5          14.3      14.3        14.3
```

```
ONO                              2.      30      85.7      85.7     100.0
                                       ------    ------    ------
                               TOTAL     35      100.0     100.0

0
 VALID CASES       35      MISSING CASES      0
!follow!                                                          PAGE  20

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OWRITPROG  Wrote an applications program
-
                                                 RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE         FREQ      FREQ       FREQ
 CATEGORY LABEL          CODE      FREQ           (PCT)     (PCT)      (PCT)
OYes                      1.         2            5.7       5.7        5.7
ONO                       2.        33           94.3      94.3      100.0
                                   ------       ------    ------
                        TOTAL        35          100.0     100.0

0
 VALID CASES       35      MISSING CASES      0
!follow!                                                          PAGE  21

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OUSEAPROG  Used Software hadn't before for lib task
-
                                                 RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE         FREQ      FREQ       FREQ
 CATEGORY LABEL          CODE      FREQ           (PCT)     (PCT)      (PCT)
OYes                      1.         5           14.3      14.3       14.3
ONO                       2.        30           85.7      85.7      100.0
                                   ------       ------    ------
                        TOTAL        35          100.0     100.0

0
 VALID CASES       35      MISSING CASES      0
!follow!                                                          PAGE  22

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OWANGREC   Used WangRecordMgtSystem for lib Task
-
                                                 RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE         FREQ      FREQ       FREQ
 CATEGORY LABEL          CODE      FREQ           (PCT)     (PCT)      (PCT)
OYes                      1.         5           14.3      14.3       14.3
ONO                       2.        30           85.7      85.7      100.0
                                   ------       ------    ------
                        TOTAL        35          100.0     100.0

0
 VALID CASES       35      MISSING CASES      0
!follow!                                                          PAGE  23

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OWANGWORD  Used WangWordProcessSystem for Lib task
-
                                                 RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE         FREQ      FREQ       FREQ
 CATEGORY LABEL          CODE      FREQ           (PCT)     (PCT)      (PCT)
OYes                      1.         6           17.1      17.1       17.1
```

```
ONO                              2.       29       82.9       82.9     100.0
                                        ------     ------     ------
                               TOTAL      35       100.0      100.0

0
 VALID CASES       35      MISSING CASES     0
1Follow1                                                              PAGE  24

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OPURCHASE  Purchased my own personal computer
-                                                    RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                  CODE    FREQ        (PCT)     (PCT)      (PCT)
OYes                              1.       1         2.9       2.9        2.9
ONO                               2.      34        97.1      97.1      100.0
                                        ------     ------     ------
                               TOTAL      35       100.0      100.0

0
 VALID CASES       35      MISSING CASES     0
1Follow1                                                              PAGE  25

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OPROPOSAL  Wrote proposal to buy computer for Lib
-                                                    RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                  CODE    FREQ        (PCT)     (PCT)      (PCT)
ONO                               2.      35       100.0     100.0      100.0
                                        ------     ------     ------
                               TOTAL      35       100.0     100.0

0
 VALID CASES       35      MISSING CASES     0
1Follow1                                                              PAGE  26

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OIBMPC     Have you signed up for IBM PC training?
-                                                    RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                  CODE    FREQ        (PCT)     (PCT)      (PCT)
OYES                              1.       1         2.9       2.9        2.9
ONO                               2.      34        97.1      97.1      100.0
                                        ------     ------     ------
                               TOTAL      35       100.0     100.0

0
 VALID CASES       35      MISSING CASES     0
1Follow1                                                              PAGE  27

 06/10/83          FILE - FOLLOW    - CREATED 06/10/83

 SUBFILE SECOND
OMEMBER    Member initial 18Member Osbornegroup?
-                                                    RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE      FREQ      FREQ       FREQ
 CATEGORY LABEL                  CODE    FREQ        (PCT)     (PCT)      (PCT)
OYES                              1.       5         14.3      14.3       14.3
ONO                               2.      30         85.7      85.7      100.0
```

TOTAL	38	100.0	100.0

VALID CASES 38 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
CONTACT Main contact person for your unit?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	2	5.7	5.7	5.7
NO	2.	33	94.3	94.3	100.0
TOTAL		38	100.0	100.0	

VALID CASES 38 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
WORDSTAR Attended WordStar club meeting

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	7	20.0	20.0	20.0
NO	2.	28	80.0	80.0	100.0
TOTAL		38	100.0	100.0	

VALID CASES 38 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
SUPERCAL Attended SuperCal club meeting

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	4	11.4	11.4	11.4
NO	2.	31	88.6	88.6	100.0
TOTAL		38	100.0	100.0	

VALID CASES 38 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
MAILMERG Attended Mailmerg club meeting

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	2	5.7	5.7	5.7
NO	2.	33	94.3	94.3	100.0

TOTAL	35	100.0	100.0	

0
VALID CASES 35 MISSING CASES 0
tFollow1 PAGE 32

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
ONONE Attended NO noon-hour club meetings
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	26	74.3	74.3	74.3
ONO	2.	9	25.7	25.7	100.0
TOTAL		35	100.0	100.0	

0
VALID CASES 35 MISSING CASES 0
tFollow1 PAGE 33

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
OOSBORUSE Time spent using Osborne since 3-15-83:
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OO hours per week	1.	24	68.6	68.6	68.6
O1 hour per week	2.	6	17.1	17.1	85.7
O4 hours per week	5.	1	2.9	2.9	88.6
OOver 4hrs per week	6.	1	2.9	2.9	91.4
OOTHER-- TOTAL HRS	7.	3	8.6	8.6	100.0
TOTAL		35	100.0	100.0	

0
VALID CASES 35 MISSING CASES 0
tFollow1 PAGE 34

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
ONOTIME2 Notime2, No time to use Osborne
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	4	11.4	11.4	11.4
ONO	2.	31	88.6	88.6	100.0
TOTAL		35	100.0	100.0	

0
VALID CASES 35 MISSING CASES 0
tFollow1 PAGE 35

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
OLATER2 No time for Osborne--Plan to use later
-

	ABSOLUTE	RELATIVE FREQ	ADJUSTED FREQ	CUM FREQ

CATEGORY LABEL	CODE	FREQ	(PCT)	(PCT)	(PCT)
OYES	1.	7	20.0	20.0	20.0
OND	2.	28	80.0	80.0	100.0
	TOTAL	35	100.0	100.0	

0
VALID CASES 35 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
ONOINTER2 No Interest in Osborne
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	6	17.1	17.1	17.1
OND	2.	29	82.9	82.9	100.0
	TOTAL	35	100.0	100.0	

0
VALID CASES 35 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
ONONEED2 No need to use Osborne
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	6	17.1	17.1	17.1
OND	2.	29	82.9	82.9	100.0
	TOTAL	35	100.0	100.0	

0
VALID CASES 35 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
OOTHER4 Other reasons for NOT using Osborne
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	4	11.4	11.4	11.4
OND	2.	31	88.6	88.6	100.0
	TOTAL	35	100.0	100.0	

0
VALID CASES 35 MISSING CASES 0
!Follow!

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
OASSIGNMT What is your primary assignment?
-

	ABSOLUTE	RELATIVE FREQ	ADJUSTED FREQ	CUM FREQ

CATEGORY LABEL	CODE	FREQ	(PCT)	(PCT)	(PCT)
OPublicServices	1.	5	14.3	14.3	14.3
OTechnicalServices	2.	19	54.3	54.3	68.6
OAdministration	3.	2	5.7	5.7	74.3
OPublic&TechSvces	4.	2	5.7	5.7	80.0
OOther, please specif	5.	6	17.1	17.1	97.1
ONo Response	6.	1	2.8	2.9	100.0
	TOTAL	35	100.0	100.0	

O
VALID CASES 35 MISSING CASES 0

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
OPOSITIONAL INDEX
- VARIABLE PAGE

VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE
ATTITUDE	5	OTHER1	14	WANGWORD	23	NONE	32
SAME	6	INCREASE	15	PURCHASE	24	OSBORUSE	33
OPERATE1	7	READBOOK	16	PROPOSAL	25	NOTIME2	34
OPERATE2	8	MORCLASS	17	IBMPC	26	LATER2	35
USE1	9	LIBCLASS	18	MEMBER	27	NOINTER2	36
USE3	10	TUTORIAL	19	CONTACT	28	NONEED2	37
ENJOY1	11	WRITPROG	20	WORDSTAR	29	OTHER4	38
ENJOY2	12	USEAPROG	21	SUPERCAL	30	ASSIGNMT	39
OSBORNE	13	WANGREC	22	MAILMERG	31		

06/10/83 FILE - FOLLOW - CREATED 06/10/83

SUBFILE SECOND
OALPHABETIC INDEX
- VARIABLE PAGE

VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE
ASSIGNMT	39	MAILMERG	31	OSBORNE	13	TUTORIAL	19
ATTITUDE	5	MEMBER	27	OSBORUSE	33	USEAPROG	21
CONTACT	28	MORCLASS	17	OTHER1	14	USE1	9
ENJOY1	11	NOINTER2	36	OTHER4	38	USE3	10
ENJOY2	12	NONE	32	PROPOSAL	25	WANGREC	22
IBMPC	26	NONEED2	37	PURCHASE	24	WANGWORD	23
INCREASE	15	NOTIME2	34	READBOOK	16	WORDSTAR	29
LATER2	35	OPERATE1	7	SAME	6	WRITPROG	20
LIBCLASS	18	OPERATE2	8	SUPERCAL	30		

OCPU TIME REQUIRED. 0.99 SECONDS

175 Finish
O NORMAL END OF JOB.
175 CONTROL CARDS WERE PROCESSED.
0 ERRORS WERE DETECTED.
#Execution terminated
#LOG STOP
SYSFILE FIRST
ON NEED1 No need to use Apple
-

RELATIVE ADJUSTED CUM

APPENDIX D

Computer Output for Questionnaire Items in Which the Two Surveys Have in Common

```
Log on at 09:12:12 on 06-11-83
#$RUN *SPSS 5=FOLLOW3 8=DATATRN
#Execution begins
1SPSS BATCH SYSTEM                                                    06/11/83        PAGE     1

 MTS/SPSS, VERSION H, RELEASE 9.1, FEBRUARY 1, 1982
0                        CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
 ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)      ORDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                          SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)          KEYWORDS: THE SPSS INC. NEWSLETTER
                          SPSS POCKET GUIDE, RELEASE 9
                          SPSS PRIMER (BRIEF INTRO TO SPSS)
 -DEFAULT SPACE ALLOCATION..     ALLOWS FOR..    102 TRANSFORMATIONS
  WORKSPACE     71680 BYTES                     409 RECODE VALUES + LAG VARIABLES
  TRANSPACE     10240 BYTES                    1641 IF/COMPUTE OPERATIONS

                    1 Run Name      Follow1
                    2 FILE NAME     FOLLOW-UP FREQUENCIES FOR TRAIN & ATTITUDE
                    3 Data List     fixed (1)/1
                    4               Attitude,
                    5               Same,
                    6               Operate1,
                    7               Operate2,
                    8               Use1,
                    9               Use2,
                   10               Enjoy1,
                   11               Enjoy2,
                   12               Class,
                   13               Osborne,
                   14               Other1,
                   15               Work,
                   16               Home,
                   17               WorkHome,
                   18               Course,
                   19               NoHelp,
                   20               Other2,
                   21               Increase,
                   22               ReadBook,
                   23               MECC,
                   24               AppleSof,
                   25               MorClass,
                   26               LibClass,
                   27               Tutorial,
                   28               WritProg,
                   29               UseAProg,
                   30               WangRec,
                   31               WangWord,
                   32               Purchase,
                   33               Proposal,
                   34               Recommen,
                   35               AppleUse,
                   36               NoTime1,
                   37               Later1,
                   38               NoInter1,
                   39               NoNeed1,
                   40               Other3,
1Follow1                                                              06/11/83        PAGE     2

                   41               OtherUse,
                   42               HowMuch,
                   43               IBMPC,
```

```
                    44                  member,
                    45                  Contact
                    46                  WordStar,
                    47                  SuperCal,
                    48                  Mailmerg,
                    49                  None,
                    50                  OsborUse,
                    51                  NoTime2,
                    52                  Later2,
                    53                  NoInter2,
                    54                  NoNeed2,
                    55                  Other4,
                    56                  Assignmt 1-53
OTHE DATA LIST PROVIDES FOR  53 VARIABLES AND  1 RECORDS ('CARDS') PER CASE. A MAXIMUM OF   53 COLUMNS ARE USED ON A RECORD.

 LIST OF THE CONSTRUCTED FORMAT STATEMENT..
        (53F1.0)

                    57 SUBFILE LIST     FIRST(59) SECOND(35)
                    58 Input Medium     Disk
                    59 Var Labels       Attitude, How has attitude changed?/
                    60                  Same, My attitude stayed the same/
                    61                  Operate1, Know more about how to operate a micro/
                    62                  Operate2, Still don't know how to operate a micro/
                    63                  Use1, Know more about purpose of micros/
                    64                  Use2, Still dont see purpose of micros for Lib/
                    65                  Enjoy1, I enjoy using the microcomputer/
                    66                  Enjoy2, I DON'T enjoy using the microcomputer/
                    67                  Class, 4 hour micro training class/
                    68                  Osborne, The Osborne training/
                    69                  Other1, Other reasons for Micro Attitude Change/
                    70                  Work, Apple Training helped at work/
                    71                  Home, Apple Training helped at home/
                    72                  WorkHome, AppleTraining helped at Work & Home/
                    73                  Course, Apple Training helped with Coursework/
                    74                  NoHelp, Apple Training has not helped--Can't Apply/
                    75                  Other2, Other Responses about Apple Training/
                    76                  Increase, Computer Knowledge increase since 8-4-82?/
                    77                  ReadBook, Read more on microcomputers/
                    78                  MECC, Completed MECC tutorial/
                    79                  AppleSof, Completed Applesoft tutorial/
                    80                  MorClass, Took 'outside' computing classes/
                    81                  LibClass, Attended LIBRARY VISICALC, WORDPRO class/
                    82                  Tutorial, Completed VISICALC-WORD PRO tutorial/
                    83                  WritProg, Wrote an applications program/
                    84                  UseAProg, Used Software hadn't before for lib task/
                    85                  WangRec, Used WangRecordMgtSystem for lib Task/
                    86                  WangWord, Used WangWordProcessSystem for Lib Task/
                    87                  Purchase, Purchased my own personal computer/
1Follow1                                                    06/11/'83        PAGE     3

                    88                  Proposal, Wrote proposal to buy computer for Lib/
                    89                  Recommen, Recommended class to someone else/
                    90                  AppleUse, Use of Apple Since AppleTraining:/
                    91                  NoTime1, No time to use Apple/
                    92                  Later1, No Time for Apple--Plan to use later/
                    93                  NoInter1, No interest in Apple/
                    94                  NoNeed1, No need to use Apple/
                    95                  Other3, Other Reasons for NOT using Apple/
                    96                  OtherUse, Did AppleTrain increase other Micro use?/
```

```
                    HowMuch, Use of other Micros has increased by./
                    IBMPC, Have you signed up for IBM PC training?/
                    Member, Member initial 18Member Osbornegroup?/
                    Contact, Main contact perso  for your unit?/
                    WordStar, Attended WordStar club meeting/
                    SuperCal, Attended SuperCal club meeting/
                    Mailmerg, Attended Mailmerg club meeting/
                    None, Attended NO noon-hour club meetings/
                    OsborUse, Time spent using Osborne since 2-15-83:/
                    NoTime2, Notime2, No time to use Osborne/
                    Later2, No time for Osborne--Plan to use later/
                    NoInter2, No Interest in Osborne/
                    NoNeed2, No need to use Osborne/
                    NoNeed2, No need to use Osborne/
                    Other4, Other reasons for NOT using Osborne/
                    Assignmt, What is your primary assignment?/
Value Labels        Attitude
                         (1) More Positive
                         (2) More Negative
                         (3) STAYED THE SAME/
                    Same to Other2
                         (1) YES
                         (2) NO/
                    Increase
                         (1) NOT AT ALL
                         (2) A Moderate Amount
                         (3) VERY MUCH
                         (4) DON'T KNOW/
                    ReadBook to Recommen
                         (1) Yes
                         (2) NO/
                    AppleUse
                         (1) Have not used at all
                         (2) 1-5 hours total
                         (3) 1-5 hours per week
                         (4) 6-10 hours per week
                         (5) 11-15 hours per week
                         (6) over 15 hrs per week
                         (7) Other,please specify/
                    NoTime1 to OtherUse
                         (1) YES
                         (2) NO/
                         HowMuch
                         (0) Has not increased
1Follow1                                                  06/11/83        PAGE    4

                         (1) 1-5 hours total
                         (2) 1-5 hours per week
                         (3) 6-10 hours per week
                         (4) 11-15 hours per week
                         (5) over 15 hrs per week
                         (6) Other, please specify
                         (7) Didn't Specify/
                    IBMPC to None
                         (1) YES
                         (2) NO/
                    OsborUse
                         (1) 0 hours per week
                         (2) 1 hour per week
                         (3) 2 hours per week
```

```
                155                     (4) 3 hours per week
                156                     (5) 4 hours per week
                157                     (6) Over 4hrs per week
                158                     (7) OTHER-- TOTAL HRS/
                159                 NoTime2 to Other4
                160                     (1) YES
                161                     (2) NO/
                162                 Assignmt
                163                     (1) PublicServices
                164                     (2) TechnicalServices
                165                     (3) Administration
                166                     (4) Public&TechSvces
                167                     (5) Other, please specify
                168                     (6) No Response/
                169 RUN SUBFILES    ALL
                170 FREQUENCIES     GENERAL = ATTITUDE TO ENJOY2
                171                           OSBORNE OTHER1 INCREASE READBOOK
                172                           MORCLASS TO PROPOSAL IBMPC TO ASSIGNMT
                173 Options         3,9
OGIVEN WORKSPACE ALLOWS FOR   5120 VALUES AND   1536 LABELS PER VARIABLE FOR 'FREQUENCIES'

                174 Read Input Data
1Follow1                                                                PAGE   5

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OATTITUDE  How has attitude changed?
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE       FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE     FREQ        (PCT)      (PCT)      (PCT)
OMore Positive                1.       43         45.7       45.7       45.7
OMore Negative                2.        1          1.1        1.1       46.8
OSTAYED THE SAME              3.       50         53.2       53.2      100.0
                                     ------      ------     ------
                            TOTAL      94        100.0      100.0
O
 VALID CASES       94       MISSING CASES      0
1Follow1                                                                PAGE   6

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OSAME      My attitude stayed the same
-
                                                 RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE       FREQ       FREQ       FREQ
 CATEGORY LABEL              CODE     FREQ        (PCT)      (PCT)      (PCT)
OYES                          1.       50         53.2       53.2       53.2
ONO                           2.       44         46.8       46.8      100.0
                                     ------      ------     ------
                            TOTAL      94        100.0      100.0
O
 VALID CASES       94       MISSING CASES      0
1Follow1                                                                PAGE   7

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OOPERAT1  Know more about how to operate a micro
-                                                RELATIVE   ADJUSTED     CUM
```

```
                                        ABSOLUTE     FREQ       FREQ       FREQ
 CATEGORY LABEL                  CODE     FREQ       (PCT)      (PCT)      (PCT)
OYES                              1.        38       40.4       40.4       40.4
ONO                               2.        56       59.6       59.6      100.0
                                          ------     ------     ------
                                TOTAL       94      100.0      100.0
O
 VALID CASES       94       MISSING CASES      0
1Follow1                                                              PAGE   9

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OOPERATE2  Still don't know how to operate a micro
-                                                    RELATIVE   ADJUSTED     CUM
                                        ABSOLUTE     FREQ       FREQ       FREQ
 CATEGORY LABEL                  CODE     FREQ       (PCT)      (PCT)      (PCT)
OYES                              1.         3        3.2        3.2        3.2
ONO                               2.        91       96.8       96.8      100.0
                                          ------     ------     ------
                                TOTAL       94      100.0      100.0
O
 VALID CASES       94       MISSING CASES      0
1Follow1                                                              PAGE   9

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OUSE1      Know more about purpose of micros
-                                                    RELATIVE   ADJUSTED     CUM
                                        ABSOLUTE     FREQ       FREQ       FREQ
 CATEGORY LABEL                  CODE     FREQ       (PCT)      (PCT)      (PCT)
OYES                              1.        33       35.1       35.1       35.1
ONO                               2.        61       64.9       64.9      100.0
                                          ------     ------     ------
                                TOTAL       94      100.0      100.0
O
 VALID CASES       94       MISSING CASES      0
1Follow1                                                              PAGE  10

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OUSE2      Still dont see purpose of micros for Lib
-                                                    RELATIVE   ADJUSTED     CUM
                                        ABSOLUTE     FREQ       FREQ       FREQ
 CATEGORY LABEL                  CODE     FREQ       (PCT)      (PCT)      (PCT)
OYES                              1.         1        1.1        1.1        1.1
ONO                               2.        93       98.9       98.9      100.0
                                          ------     ------     ------
                                TOTAL       94      100.0      100.0
O
 VALID CASES       94       MISSING CASES      0
1Follow1                                                              PAGE  11

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OENJOY1    I enjoy using the microcomputer
-                                                    RELATIVE   ADJUSTED     CUM
```

```
                                        ABSOLUTE    FREQ      FREQ      FREQ
 CATEGORY LABEL                  CODE    FREQ      (PCT)     (PCT)     (PCT)
OYES                              1.       28      29.8      29.8      29.8
ONO                               2.       66      70.2      70.2     100.0
                                         ------    ------    ------
                                TOTAL      94     100.0     100.0
O
 VALID CASES       94      MISSING CASES     0
1Follow1                                                          PAGE  12

 06/11/83          FILE - FOLLOW    - CREATED 06/ 1/83

 SUBFILE FIRST    SECOND
OENJOY2    I DON'T enjoy using the microcomputer
-                                                 RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
 CATEGORY LABEL                  CODE    FREQ      (PCT)     (PCT)     (PCT)
OYES                              1.        1       1.1       1.1       1.1
ONO                               2.       93      98.9      98.9     100.0
                                         ------    ------    ------
                                TOTAL      94     100.0     100.0
O
 VALID CASES       94      MISSING CASES     0
1Follow1                                                          PAGE  13

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST    SECOND
OOSBORNE   The Osborne training
-                                                 RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
 CATEGORY LABEL                  CODE    FREQ      (PCT)     (PCT)     (PCT)
OYES                              1.       10      10.6      10.6      10.6
ONO                               2.       84      89.4      89.4     100.0
                                         ------    ------    ------
                                TOTAL      94     100.0     100.0
O
 VALID CASES       94      MISSING CASES     0
1Follow1                                                          PAGE  14

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST    SECOND
OOTHER1    Other reasons for Micro Attitude Change
-                                                 RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
 CATEGORY LABEL                  CODE    FREQ      (PCT)     (PCT)     (PCT)
OYES                              1.       13      13.8      13.8      13.8
ONO                               2.       81      86.2      86.2     100.0
                                         ------    ------    ------
                                TOTAL      94     100.0     100.0
O
 VALID CASES       94      MISSING CASES     0
1Follow1                                                          PAGE  15

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST    SECOND
OINCREASE  Computer Knowledge increase since 8-4-82
-                                                 RELATIVE  ADJUSTED    CUM
```

CATEGORY LABEL	CODE	ABSOLUTE FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
ONOT AT ALL	1.	16	17.0	17.0	17.0
OA Moderate Amount	2.	58	61.7	61.7	78.7
OVERY MUCH	3.	19	20.2	20.2	98.9
ODON'T KNOW	4.	1	1.1	1.1	100.0
	TOTAL	94	100.0	100.0	

O
VALID CASES 94 MISSING CASES 0
1Follow1 PAGE 16

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
OREADBOOK Read more on microcomputers
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYes	1.	73	77.7	77.7	77.7
ONO	2.	21	22.3	22.3	100.0
	TOTAL	94	100.0	100.0	

O
VALID CASES 94 MISSING CASES 0
1Follow1 PAGE 17

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
OMORCLASS Took 'outside' computing classes
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYes	1.	22	23.4	23.4	23.4
ONO	2.	72	76.6	76.6	100.0
	TOTAL	94	100.0	100.0	

O
VALID CASES 94 MISSING CASES 0
1Follow1 PAGE 18

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
OLIBCLASS Attended LIBRARY VISICALC, WORDPRO class
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYes	1.	30	31.9	31.9	31.9
ONO	2.	64	68.1	68.1	100.0
	TOTAL	94	100.0	100.0	

O
VALID CASES 94 MISSING CASES 0
1Follow1 PAGE 19

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND

```
OTUTORIAL  Completed VISICALC-WORD PRO tutorial
-
                                                  RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE       FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE        FREQ         (PCT)      (PCT)      (PCT)
OYes                      1.          17          18.1       18.1       18.1
ONO                       2.          77          81.9       81.9      100.0
                                     ------       ------     ------
                        TOTAL         94         100.0      100.0
0
 VALID CASES      94     MISSING CASES     0
1Follow1                                                              PAGE  20

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OWRITPROG  Wrote an applications program
-
                                                  RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE       FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE        FREQ         (PCT)      (PCT)      (PCT)
OYes                      1.          10          10.6       10.6       10.6
ONO                       2.          84          89.4       89.4      100.0
                                     ------       ------     ------
                        TOTAL         94         100.0      100.0
0
 VALID CASES      94     MISSING CASES     0
1Follow1                                                              PAGE  21

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OUSEAPROG  Used Software hadn't before for lib task
-
                                                  RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE       FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE        FREQ         (PCT)      (PCT)      (PCT)
OYes                      1.          21          22.3       22.3       22.3
ONO                       2.          73          77.7       77.7      100.0
                                     ------       ------     ------
                        TOTAL         94         100.0      100.0
0
 VALID CASES      94     MISSING CASES     0
1Follow1                                                              PAGE  22

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OWANGREC   Used WangRecordMgtSystem for lib task
-
                                                  RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE       FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE        FREQ         (PCT)      (PCT)      (PCT)
OYes                      1.          12          12.8       12.8       12.8
ONO                       2.          82          87.2       87.2      100.0
                                     ------       ------     ------
                        TOTAL         94         100.0      100.0
0
 VALID CASES      94     MISSING CASES     0
1Follow1                                                              PAGE  23

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
```

```
OWANGWORD  Used WangWordProcessSystem for Lib task
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)      (PCT)      (PCT)
OYes                      1.      14       14.9       14.9       14.9
ONO                       2.      80       85.1       85.1      100.0
                                ------     ------     ------
                        TOTAL     94      100.0      100.0
0
 VALID CASES      94    MISSING CASES     0
1Follow1                                                        PAGE  24

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OPURCHASE  Purchased my own personal computer
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)      (PCT)      (PCT)
OYes                      1.       4        4.3        4.3        4.3
ONO                       2.      90       95.7       95.7      100.0
                                ------     ------     ------
                        TOTAL     94      100.0      100.0
0
 VALID CASES      94    MISSING CASES     0
1Follow1                                                        PAGE  25

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OPROPOSAL  Wrote proposal to buy computer for Lib
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)      (PCT)      (PCT)
OYes                      1.       1        1.1        1.1        1.1
ONO                       2.      93       98.9       98.9      100.0
                                ------     ------     ------
                        TOTAL     94      100.0      100.0
0
 VALID CASES      94    MISSING CASES     0
1Follow1                                                        PAGE  26

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OIBMPC     Have you signed up for IBM PC training?
-
                                          RELATIVE   ADJUSTED     CUM
                                ABSOLUTE    FREQ       FREQ       FREQ
 CATEGORY LABEL          CODE    FREQ      (PCT)      (PCT)      (PCT)
OYES                      1.       7        7.4        7.4        7.4
ONO                       2.      87       92.6       92.6      100.0
                                ------     ------     ------
                        TOTAL     94      100.0      100.0
0
 VALID CASES      94    MISSING CASES     0
1Follow1                                                        PAGE  27

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
```

```
OMEMBER    Member initial 18Member Osborregroup?
-
                                          ABSOLUTE    RELATIVE FREQ    ADJUSTED FREQ    CUM FREQ
 CATEGORY LABEL                  CODE     FREQ        (PCT)            (PCT)            (PCT)
OYES                              1.        21        22.3             22.3             22.3
ONO                               2.        73        77.7             77.7            100.0
                                          ------      ------           ------
                                TOTAL       94       100.0            100.0

0
 VALID CASES       94      MISSING CASES      0
1Follow1                                                                          PAGE  28

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OCONTACT   Main contact person for your unit?
-
                                          ABSOLUTE    RELATIVE FREQ    ADJUSTED FREQ    CUM FREQ
 CATEGORY LABEL                  CODE     FREQ        (PCT)            (PCT)            (PCT)
OYES                              1.         8         8.5              8.5              8.5
ONO                               2.        86        91.5             91.5            100.0
                                          ------      ------           ------
                                TOTAL       94       100.0            100.0

0
 VALID CASES       94      MISSING CASES      0
1Follow1                                                                          PAGE  29

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OWORDSTAR  Attended WordStar club meeting
-
                                          ABSOLUTE    RELATIVE FREQ    ADJUSTED FREQ    CUM FREQ
 CATEGORY LABEL                  CODE     FREQ        (PCT)            (PCT)            (PCT)
OYES                              1.        21        22.3             22.3             22.3
ONO                               2.        73        77.7             77.7            100.0
                                          ------      ------           ------
                                TOTAL       94       100.0            100.0

0
 VALID CASES       94      MISSING CASES      0
1Follow1                                                                          PAGE  30

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
OSUPERCAL  Attended SuperCal club meeting
-
                                          ABSOLUTE    RELATIVE FREQ    ADJUSTED FREQ    CUM FREQ
 CATEGORY LABEL                  CODE     FREQ        (PCT)            (PCT)            (PCT)
OYES                              1.        23        24.5             24.5             24.5
ONO                               2.        71        75.5             75.5            100.0
                                          ------      ------           ------
                                TOTAL       94       100.0            100.0

0
 VALID CASES       94      MISSING CASES      0
1Follow1                                                                          PAGE  31

 06/11/83          FILE - FOLLOW    - CREATED 06/11/83

 SUBFILE FIRST     SECOND
```

OMAILMERG Attended Mailmerg club meeting

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	12	12.8	12.8	12.8
ONO	2.	82	87.2	87.2	100.0
	TOTAL	94	100.0	100.0	

O
 VALID CASES 94 MISSING CASES 0

 06/11/83 FILE - FOLLOW - CREATED 06/11/83

 SUBFILE FIRST SECOND
ONONE Attended NO noon-hour club meetings

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	60	63.8	63.8	63.8
ONO	2.	34	36.2	36.2	100.0
	TOTAL	94	100.0	100.0	

O
 VALID CASES 94 MISSING CASES 0

 06/11/83 FILE - FOLLOW - CREATED 06/11/83

 SUBFILE FIRST SECOND
OOSBORUSE Time spent using Osborne since 2-15-83:

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OO hours per week	1.	58	61.7	61.7	61.7
O1 hour per week	2.	17	18.1	18.1	79.8
O2 hours per week	3.	5	5.3	5.3	85.1
O3 hours per week	4.	1	1.1	1.1	86.2
O4 hours per week	5.	3	3.2	3.2	89.4
OOver 4hrs per week	6.	5	5.3	5.3	94.7
OOTHER-- TOTAL HRS	7.	5	5.3	5.3	100.0
	TOTAL	94	100.0	100.0	

O
 VALID CASES 94 MISSING CASES 0

 06/11/83 FILE - FOLLOW - CREATED 06/11/83

 SUBFILE FIRST SECOND
ONOTIME2 Notime2, No time to use Osborne

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	17	18.1	18.1	18.1
ONO	2.	77	81.9	81.9	100.0
	TOTAL	94	100.0	100.0	

O
 VALID CASES 94 MISSING CASES 0

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
OLATER2 No time for Osborne--Plan to use later
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	23	24.5	24.5	24.5
ONO	2.	71	75.5	75.5	100.0
	TOTAL	94	100.0	100.0	

0
VALID CASES 94 MISSING CASES 0

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
ONOINTER2 No Interest in Osborne
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	10	10.6	10.6	10.6
ONO	2	84	89.4	89.4	100.0
	TOTAL	94	100.0	100.0	

0
VALID CASES 94 MISSING CASES 0

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
ONONEED2 No need to use Osborne
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	15	16.0	16.0	16.0
ONO	2.	79	84.0	84.0	100.0
	TOTAL	94	100.0	100.0	

0
VALID CASES 94 MISSING CASES 0

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
OOTHER4 Other reasons for NOT using Osborne
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OYES	1.	13	13.8	13.8	13.8
ONO	2.	81	86.2	86.2	100.0
	TOTAL	94	100.0	100.0	

0
VALID CASES 94 MISSING CASES 0

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
0ASSIGNMT What is your primary assignment?
-

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OPublicServices	1.	27	28.7	28.7	28.7
OTechnicalServices	2.	40	42.6	42.6	71.3
OAdministration	3.	5	5.3	5.3	76.6
OPublic&TechSvces	4.	5	5.3	5.3	81.9
OOther, please specif	5.	13	13.8	13.8	95.7
ONo Response	6.	4	4.3	4.3	100.0
	TOTAL	94	100.0	100.0	

0
VALID CASES 94 MISSING CASES 0

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
OPOSITIONAL INDEX

- VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE
ATTITUDE	5	OTHER1	14	WANGWORD	23	NONE	32
SAME	6	INCREASE	15	PURCHASE	24	OSBORUSE	33
OPERATE1	7	READBOOK	16	PROPOSAL	25	NOTIME2	34
OPERATE2	8	MORCLASS	17	IBMPC	26	LATER2	35
USE1	9	LIBCLASS	18	MEMBER	27	NOINTER2	36
USE2	10	TUTORIAL	19	CONTACT	28	NONEED2	37
ENJOY1	11	WRITPROG	20	WORDSTAR	29	OTHER4	38
ENJOY2	12	USEAPROG	21	SUPERCAL	30	ASSIGNMT	39
OSBORNE	13	WANGREC	22	MAILMERG	31		

06/11/83 FILE - FOLLOW - CREATED 06/11/83

SUBFILE FIRST SECOND
OALPHABETIC INDEX

- VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE	VARIABLE	PAGE
ASSIGNMT	39	MAILMERG	31	OSBORNE	13	TUTORIAL	19
ATTITUDE	5	MEMBER	27	OSBORUSE	33	USEAPROG	21
CONTACT	28	MORCLASS	17	OTHER1	14	USE1	9
ENJOY1	11	NOINTER2	36	OTHER4	38	USE2	10
ENJOY2	12	NONE	32	PROPOSAL	25	WANGREC	22
IBMPC	26	NONEED2	37	PURCHASE	24	WANGWORD	23
INCREASE	15	NOTIME2	34	READBOOK	16	WORDSTAR	29
LATER2	35	OPERATE1	7	SAME	6	WRITPROG	20
LIBCLASS	18	OPERATE2	8	SUPERCAL	30		

OCPU TIME REQUIRED.. 0.87 SECONDS

175 Finish

```
0          NORMAL END OF JOB.
             175 CONTROL CARDS WERE PROCESSED.
               0 ERRORS WERE DETECTED.
#Execution terminated
#LOG STOP
```

APPENDIX E

Additional Comments

MICROCOMPUTER TRAINING AND ATTITUDE SURVEY FOLLOW-UP QUESTIONNAIRE

PART IV, ADDITIONAL COMMENTS:

1) Trouble shooter needed for problems with prep commands; convenient access; some kind of self-paced instructional software; maintenance guarantee; and liability by library, not personal

2) It's time to consider maintenance contracts for the Osbornes as they are used increasingly for library operations support.

3) Have a regular function of new software review and acquisition; if staff education is still a goal, provide access to more than one type or brand of micro; acquire low-cost or free software from users' groups; get maintenance contracts or some kind of subsidized service arrangements for the Osbornes.

4) Add printers

5) A resource person available in the system for problem solving--someone well versed in all aspects of applications

6) Those purchasing IBM's have thorough training. Those of us who cannot participate in that training would benefit from similar classes with the Osborne, and so would the Libraries in the end. The Osborne training-- so called-- was negligible for those who were not in the initial group.

7) Osborne training should be offered at more convenient time

8) Members of the Library staff should become involved in the new CBE university committee

9) The one thing that can be done to 'help improve the implementation of microcomputers at the WSU Libraries' is to kindly inform the staff why they were purchased and what there intended use is. I for one feel highly ambiguous about a project which costs over $20,000 and that will not realize any tangible results. I have the feeling that all of this nonsense with the microcomputers is simply a way of getting around the real needs of the Libraries--computerized circulation system and a computerized on-line catalog. I somehow feel that the present administration does not understand the use of and the necessity for computers in the Library and is wasting precious time and money playing with these toys of Osbornes.

   We hope for better things applies equally well to the City of Detroit as it does to the WSU Libraries under a new director.

10) Better documentation; better (larger) display unit

11) Training should be placed in the hands of professional instructors, and follow-up consultation should be made available; limit number of persons involved. "Computer Literacy" as an objective appears highly questionable and wasteful.

12) Continue opportunities for participation & training

13) More & Better Manuals

MICROCOMPUTER TRAINING AND ATTITUDE SURVEY FOLLOW-UP QUESTIONNIARE

PART IV, ADDITIONAL COMMENTS:

14) Encourage experimentation/use; Each experienced user could identify & share hands-on time with a non-user

15) Could be used effectively as location directories throughout the Library for patron use. Also, helpful in compiling stats.

16) Continuing programs & ready availability of "experts", literature, etc.

17) Increase staff so we have time and recognize that we are not all superhuman automatons who can work 24 hours/day, 7 days/week!, often at things for which we have limited aptitude-- or inclination-- or visual capacity.

18) Continue to provide follow-up instruction and update; keep us informed of developments

19) It's not very anonymous with the pointed questions asked.

20) While I see the need for a good response to questionnaires such as this one, I must take issue with signing this to assure the fact that I responded. Perhaps non-response is an important factor that must be considered when tabulating results. This does not allow for that common factor.

21) Training helped at work, we have the Apple II+ in our department.

22) Did not complete the SUPERCALC or Word Processing tutorial-- only because the tutorial books were not necessary for me.

23) Person feels their computer knowledge has increased "very much" since August 4th, 1982-- I took Intro to CSC 100 at WSU fall of 1982.

24) I know more about what microcomputers can be used for-- and what they cannot do! The Osborne training-- less than adequate; training knowledge will help at work in the future; in regard to SUPERCALC or Word Processing class given by the Libraries: What class?

25) In regard to the IBM PC training: I wanted to, but at the time only for those individuals who were purchasing one.

26) My attitude stayed the same-- it was always positive; read an article, book,... was already doing this on a regular basis ; used the Wang Word Processing System to do a library task-- have been using since 1-82 ;(In regard to the question 'Since the Apple training, has your use of other microcomputers increased?') It has not increased because of the Apple training, but because of having the Osborne.

27) My attitude is more positive, but not because of the Apple course. (Person attributed their change in attitude to Osborne training.)

MICROCOMPUTER TRAINING AND ATTITUDE SURVEY FOLLOW-UP QUESTIONNAIRE

PART IV, ADDITIONAL COMMENTS: (The following comments were made by one person.)

1) Better instruction (Experienced people who teach well;
2) More structured training program;
3) Make it relevant to present, specific library operations (we should be able to "relate")-- People resent putting in significant amounts of scarce and precious time on "academic exercises" that for many will never be used-- there is too much non-computer information to keep abreast of to play games with equipment we will/may never use... and don't ask staff to find applications if you can't suggest any!
4) The "computer literacy" program should have been given at least five years earlier-- by now most staff members are no longer computer "illiterates"; indeed their knowledge is equal to or surpasses the course content in most cases.
5) Pick a microcomputer and stick to it for staff training-- "jumping" from one to another gives the impression computers are a "rat-race"; when people know one computer fairly well they will have no difficulty adapting to another, but introducing beginners to too many is confusing and discouraging;
6) Acknowledge that the computer is not the answer to all problems; while a blessing for some tasks it is not the best method of handling others; it is not applicable to all operations! I don't think anyone regards the computer as a "fad", but there is the uneasy feeling that some uncritical drum-beating has gone on-- at times by people who don't really understand the subject.
7) Don't encourage everyone to learn the "whole package"-- we don't have time to do it properly-- and why spend time (at premium) learning applications we are not likely to use? So easily forgotten if not practiced! If need arises, can be taught later-- or turned over to appropriate other staff to process-- not everyone writes statistical reports, nor should everyone do his own word processing;
8) More "theory" preceeding practice would help-- people are shy about asking questions or put on defensive by others they won't follow. More "WHY" as well as "HOW". Otherwise one doesn't really understand what it "MEANS";
9) Think was a feeling of TOO MUCH, TOO SOON, TOO SUPERFICIAL = TOO CONFUSING!

MICROCOMPUTER ATTITUDE SURVEY FOLLOW-UP QUESTIONNAIRE

PART IV, ADDITIONAL COMMENTS:

1) Proven practical, everyday applications; instruments to be used at the worker's desk-- such as a typewriter

2) Adapt the present policy so as to allow microcomputer training on Library time; anything else is hopelessly wishful thinking

3) Make sure that the people who are picked to be "contact people" or whatever are interested in what they are doing and can generate some enthusiasm. My "contact person" did little besides complain how difficult the Osborne was. That deterred me completely. If the contact person's attitude is "why bother", why should I? (I understand this was not true of ALL contact people.)

4) Answer is no to everything because this questionnaire is not applicable to me since as you are aware, I have not trained on Apple or Osborne. My work on Wang stays the same.